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ABSTRACT

This final report of a management self-study based on the Academic Library Development Program, which was conducted at the University of Wisconsin-Parkside Library/Learning Center, presents study team and task force reports and cites specific issues and recommendations. Data for the study were collected through interviews and questionnaires. Examination of task force reports and study team documents discern concerns of major importance for improved operation of the Library/Learning Center. Concerns regarding management issues involve communications and reevaluation of objectives in the area of planning and policy-making; staff involvement in budgeting, purchasing, and accounting issues; and improvement of formal communications. Personnel concerns involve supervision of specific staff positions, staff development, and morale. The maintenance of collection and equipment, along with collection development procedures, are urgent concerns in the area of service. A variety of specific problems, involving both supervision and morale, were discovered in the Technical Services Division. Important issues in the Media Services Division involve the integration of the division into a larger unit, the need for a policy manual, and increased support for the division. Survey and data collection materials are appended. (CWM)

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Academic Library Development Program

Report of the Self - Study

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Library / Learning Center
University of Wisconsin - Parkside
Kenosha, Wisconsin

October, 1978

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TABLE OF CONTENTS

Page

Introduction. 1

PART I THE STUDY TEAM REPORTS

Summary of Major Issues. 5
Recommendations. 9
Historical Background. 15
Needs Assessment 29
Environmental Analysis 41
Goals and Objectives 47

PART II THE TASK FORCE REPORTS

Management Systems 53
Human Resources. 69
Services and Collections 89
Technology and Facilities. 121

PART III APPENDICES

A The Mission of the University of Wisconsin-Parkside. . .151
B Principal Dates in the History of UW-Parkside. 154
C History of Enrollment Projections. 155
D Library Objectives Survey. 156
E Results of Library Objectives Survey 160
F The Mission Statement. 164
G Library Goals and Objectives 165
H Communications Survey. 167
I Results of Human Resources Questionnaire 169
J Summary of Interviews. 170
K Importance/Success Survey. 171
L Evaluation of Periodicals. 173
M Library Holdings Comparison to Choice. 174
N Questions Asked in Staff Interviews. 175
O Interlibrary Loan as Percentage of Total Circulation . .177
P Survey of Non-print Collections in Other Institutions. .178
Q Report of the Ad Hoc Committee on Media Production . . .179
R Recommended Lighting Levels. 186

INTRODUCTION

The Academic Library Development Program, a management self-study program initially developed and tested at the University of North Carolina at Charlotte, was undertaken by the University of Wisconsin-Parkside Library/Learning Center from August 1977 to September 1978. The study was made possible by a grant from the Council on Library Resources, and UW-Parkside was one of four academic libraries selected by the Council to participate in the "stage two" refinement of the original program.

The conduct of the study at UW-Parkside followed the general format of the original program which was detailed in the manual provided for the participants. Some minor deviations were made to better adapt the program to the UW-Parkside situation. For example, the order of the areas under study was changed and many recommendations were implemented as the study progressed.

The basic responsibility for conducting the study rested with a six-member study team selected by the Director from staff volunteers. The study team members were aided in the project by four task forces composed of library staff members. Every member of the staff participated in a task force and supplied data for the study through interviews and questionnaires. The task force reports serve as evidence of the hard work which went into the study and the commitment on the part of the staff to identify and solve the problems of the L/LC.

To provide an outside perspective, an advisory committee composed of librarians from other institutions, a higher education official, and UW-Parkside faculty, students, and administration monitored the progress of the study. The members of the committee were asked for feedback at three meetings held during the year. Also, the Council on Library Resources provided a consultant who visited monthly and was available between visits via telephone.

The final report of the study is organized into two parts: study team reports and task force reports. The Study Team conducted the initial four phases of the study and wrote the final summary of issues and recommenda-

tions. The final summary identifies as problems those issues which seem most important to the L/LC and which seem to have acceptable solutions. Following the reports by the Study Team are the four task force reports. Each task force report is the responsibility of the members of the task force and the Study Team. The task forces collected and analyzed data on specific topics and wrote up their findings. Each report was then extensively reviewed, critiqued and edited by the Study Team. All reports, including those of the Study Team, were sent to the staff of the L/LC and the Advisory Committee for comments prior to the preparation of final copy.

While the reports in this document tend to focus on weaknesses rather than strengths, most members of the staff have come to realize that the L/LC is, overall, a strong, effective organization, and the problems which it faces are fairly common to most academic libraries. Some of the other recognized benefits of the self-study exercise are:

1. staff knowledge about the L/LC and about the University has increased;

2. staff skills in writing, gathering data, and working in groups have increased;

3. staff are now prepared for changes, some even looking forward to changes which, a few months ago, would have been considered too threatening or dramatic;

4. many changes have already been made in library operations; and

5. mechanisms have been established which should keep the L/LC constantly examining problems and looking for solutions.

While it is recognized that the L/LC has a great deal of work ahead to implement the study, some thanks should go to the people who devoted their time, energy and knowledge to helping the Study Team get this far. Dr. P. Grady Morein, our consultant, has been a tremendous help throughout the study. Without his advice, we could not have progressed as much as we did. Also, the members of the Advisory Committee -- Joseph Boykin, Library Director at the University of North Carolina at Charlotte; Evan Farber, Director of Lilly Library at Earlham College; O. Clayton Johnson, Assistant Chancellor for Educational Services at UW-Parkside; James Richter, student at UW-Parkside; Lorman A. Ratner, Vice Chancellor at UW-Parkside; Alan Shucard, Associate Professor of English, UW-Parkside; Rusty Smith, President of the Parkside Student Government Association; Patricia Thrash, Associate Executive Director, Commission on Institutions of Higher Education, North Central Association of Colleges and Schools; Julie Virgo, Executive Secretary, Asso-

ciation of College and Research Libraries; Anna Maria Williams, Associate Professor of Life Science, UW-Parkside; and Duane Webster, Co-Project Coordinator, ALDP and Office of Management Studies, Association of Research Libraries -- provided us with helpful insights and alternative explanations and solutions. Finally, the Director of the L/LC, Joseph A. Boissé, who provided encouragement and resources, as well as free reign to explore all topics, deserves acknowledgement and a special thanks.

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SUMMARY OF MAJOR ISSUES

After a careful examination of the reports of the four task forces and its own preliminary documents, the Study Team has identified several concerns which stand out among the many as being of major importance for the improved operation of the Library/Learning Center. These concerns will be discussed here under the following headings: management issues, personnel issues, service issues, the Technical Services Division, and the Media Services Division.

Management issues

The major issue in this area is planning and policymaking. This concern stems from both the history of the institution and the management style of the present Director. Although a set of goals and objectives for the Library was drawn up five years ago, it has not been updated to reflect either the subsequent development of the unit into the present Library/Learning Center or the more recent articulation of the University's mission. Moreover, the Director's desire to work with as narrow as possible a span of command, combined with his infrequent (until very recently) meetings with the division heads, meant that even the very few staff members directly involved in the planning process have been uncertain as to the exact nature and extent of their participation in the process. The concern for policy-making refers primarily to the need for an improved system for communicating policies and making them readily available in written form to all members of the staff.

A second issue is budgeting, purchasing, and accounting. This concern consists of two distinct factors: the involvement of the division heads in regard to budgeting, and the relationship of the divisional staffs to the Director's Office in regard to purchasing and accounting. Since the Director has had the practice of making up the budget by himself, with limited input from the division heads, the latter have expressed a desire to be able to give regular and systematic input into the planning of the budget while acknowledging that the final decision must remain with the Director. The second factor has as its background the centralization of purchasing and accounting in the Director's Office, through the Library Services Assistant. Because of problems regarding the role of that position, there has been expressed a strong desire to have the mechanics of purchasing handled directly by the division in which the request originates.

A third issue is formal communications. This concern reflects the desire on the part of the staff for improvement in the format of the monthly general staff meeting, for increased communication between the divisions, and for clearly established procedures that will insure the transmittal of incoming information to the appropriate staff members in the absence of the Director.

Personnel issues

The principal issue in this area involves the Director's supervision in regard to the position of Library Services Assistant, a matter which was considered at some length by both the Task Force on Human Resources and the Study Team. These discussions constituted a sensitive area, inasmuch as there is only one person holding this classification. In addition to specific problems related to the processing of paperwork, there is the more subjective factor of this person's interaction with other members of the staff. An objective but nevertheless complex question is that of the conflict involved in the dual role of private secretary to the Director and facilitator for the entire unit.

A second concern, for staff development, reflects several related perceptions. Although there have been many individual opportunities for the development of the academic staff, there has been no systematic program to this end. Moreover, there has been very little in the way of corresponding provisions for the development of the classified staff. The present annual review of the academic staff was considered inadequate, and there is no review at all of classified staff members other than the mandatory review at the end of the first six months of employment. It was also noted that more could be done to acknowledge the special accomplishments of both academic and classified staff members.

A third issue is morale in general. This concern appears in connection with both supervision and staff development, as well as with others, but the Study Team felt that it should be mentioned as a subject in its own right. To a certain extent, the present level of morale represents a predictable decline from the exceptionally high level which prevailed during the "pioneer period." However, it is also the result of certain malfunctions in the system which can and should be corrected. In addition to the need for improvement in supervision and staff development, there is also a need to improve the informal communications among the staff (as well as the formal communications from the Director and the division heads) and to improve the relationship between members of the academic and classified staffs.

Service issues

The most urgent issue in this area is the maintenance of collection and equipment. This concern reflects a long history of difficulty in providing optimum reshelving and shelf reading of print materials, combined with the special problems presented by a large and growing collection of microforms and audio-visual materials. The principal problem in the print collection is the periodicals, which receive the greatest use and do not have a location symbol to reinforce the intended alphabetical sequence of titles. Microform readers are lacking in standardization and tend to be frequently out of order. Responsibility for repair now lies with a unit located outside the building, and there have been problems in obtaining repairs when needed, not to mention the problem of defining the exact nature and extent of this unit's responsibility.

The repair of equipment for the use of audio-visual materials has not been so great a problem, but the routine cleaning of the materials themselves was seen as a major concern, both because it has not been done systematically in the past and because of the comparatively high investment in the materials.

A second issue is collection development procedures. This concern reflects the fact that selection of library materials is done by a large number of people, for each of whom it is only a small part of their total responsibilities. Moreover, the overwhelming majority of the selectors work in a different division from that of the collection development officer. The high rate of inflation in the cost of materials, combined with the University's steady-state budget, contributes an added urgency to this need.

Technical Services Division

A variety of specific problems, involving both supervision and morale, were discovered in this division. These stem from both the historical background (the fact that the Division was the result of two separate mergers involving three formerly independent departments) and the management style of the division head. Moreover, the exercise of his leadership has been partially inhibited by the continued presence of one of the former department heads. In addition to the question of the division head's relationship to his staff, there is the further complication of an apparent inequality of workloads being compounded by personality conflicts among the staff. Problems of space allocation and the presence of wall-like barriers within the total work area have added to the difficulty of integrating the former departments into a single new division.

Media Services Division

The most important issue here is the integration of the Division into the larger unit. This concern derives from the fact that it was, until two years ago, part of a separate unit, the Learning Center. Moreover, the fact that the staff of this division works in a different building from that of the other three divisions has tended to impede the development of a working interrelationship with them.

A second issue is the need for a policy manual. This concern has as its background a past history of non-instructional demands at a time when there was more generous funding and fewer requests for instructional projects. It also reflects the small size of the present staff and the high cost of the materials used in the process of providing services. These two factors combine to require the establishment of priorities.

A third issue is increased support for the Division. This concern indicates a need for increased attention on the part of the L/LC administration to the needs of this division and to possible opportunities for outside funding. It also derives from the fact that this division is more dependent than the others on the physical facilities within which and with which it works.

Conclusion

During the course of the study, a number of additional factors were identified which are useful for an understanding of the total operation. Some of these factors are external to the Library/Learning Center and hence beyond its control to change; others are internal, but of a lesser level of importance. The concerns discussed above are both of primary importance and within the capacity of the organization to change. The recommendations which follow are, in the opinion of the Study Team, adequate to meet these needs and thus to enable the Library/Learning Center to make an even more distinguished contribution to the University, the community, and the world of library service.

RECOMMENDATIONS

Leadership and supervision

1. By October 1, 1978, the Director should eliminate the conflict between the dual roles (private secretary vs. library-wide functions) of the Library Services Assistant and should communicate to the entire staff the functions and responsibilities of this position.

2. By October 1, 1978, the Director should begin a series of meetings with the Library Services Assistant to review her method of interacting with the staff and should continue this review at regular intervals over a six month period. The Administrative Committee should be charged with helping to monitor the progress.

3. The Director, in consultation with the Administrative Committee, should review the operations of the Director's office by January 1, 1979.

4. By September 15, 1978, the Director should meet with the Head of Technical Services to lay out plans for dealing with the organizational and interpersonal problems in the division. These plans should include:

    a. a thorough review of the functions and staff needs of the entire division. (The Director should establish himself as a part of the review.);
    b. meetings with individuals in the division to establish procedures for improving work performance and attitudes (The Director should establish himself as an active participant in the meetings); and
    c. rearranging the location of staff and equipment with input from the staff.

5. To increase the effectiveness of the division head working with his staff, it is recommended that the Head of Technical Services

    a. meet with each staff member biweekly for at least twenty minutes for a period of six months;
    b. set regular office hours when he is available for work-related problems;
    c. experiment with a committee structure for handling operational problems; and
    d. poll the Technical Services staff for written suggestions on how to conduct the Technical Services staff meetings.

Management systems

1. By October 15, 1978, the Director, in conjunction with the Administrative Committee, should develop a planning process that addresses the four

principal planning areas: program, personnel, facilities and resources. The process might be as follows:

a. the Director formulates a calendar placing in order annually recurring planning issues, i.e., budget requests, summer activities, levels of student staffing, etc., assigning target dates for those issues to be resolved, and the plans reviewed, i.e.,

	Beginning Date	Completion Date
Budget planning	November 1	January 31
Student budget	November 1	August 31
Summer activities	April 2	April 30
Semester plan (hours, activities, special projects, etc.)	July 1/ December 15	August 31/ January 1

b. the Director initiates planning on a scheduled issue via memo to the division heads listing the nature of input needed and date to be discussed;
c. the division heads consult with their staff;
d. the division heads bring staff input to special LAC meeting; and
e. the plan is developed and communicated to staff via staff meeting and/or memorandum.

2. Since it has been difficult for the L/LC staff to keep up to date on all policies, it is recommended that, by January 1, 1979, a loose-leaf notebook of general L/LC policies and procedures as well as related University policies be maintained in each division as well as in the Director's office. The Administrative Committee should review all existing policies. Prior to assembling the notebook, the Administrative Committee should review all existing policies.

3. In order to establish uniform policies and procedures for the L/LC, it is recommended that, by February 1, 1979, a staff meeting be devoted to policies and procedures in general, and that the meeting specifically cover:

   a. the structure and content of the new (draft) policy manual;
   b. updating the policies and procedures;
   c. discussion and status of divisional policies and procedures manuals; and
   d. questions and suggestions submitted by staff.

4. In an attempt to increase opportunities for staff input into policy making, it is recommended that agenda items with policy implications be brought up at two Administrative Committee meetings before a policy is issued.

5. By November 1, 1978, the Director should name a committee to develop goals and objectives for the L/LC. The committee should have a draft statement for discussion by September 1, 1979. After these are approved, they should be reviewed annually.

6. After goals and objectives have been developed for the L/LC, each division, within six months, should develop divisional goals and objectives. These should be reviewed by the L/LC Administrative Committee for final approval. After they are approved, these should also be reviewed annually.

7. Due to the many constructive ideas generated by the Idea Exchange and staff enthusiasm for this form of input, it is recommended that an annual Idea Exchange be convened by the Director or his designee in January of each year. These meetings should include all staff. A student idea exchange would also be conducted at this time by staff members who could facilitate free discussion.

8. In order to maintain a smooth flow of communication from the Director's office at all times, an officer-in-charge should be appointed during the Director's absence to be responsible for receiving and transmitting incoming communications which need to be disseminated to the staff.

Media Services

1. A draft of the Media Services policy manual should be completed no later than October 1, 1978, and the policies should be implemented by December 1, 1978.

2. To improve the effectiveness of the Media Services Division and to integrate this area more fully into the L/LC, it is recommended that:

    a. the two new staff members be informed of and introduced to the role of the L/LC within the University by the Director;
    b. the Administrative Committee oversee the establishment of procedures which will lead to the smooth functioning and future development of the division; and
    c. staff members should be designated to attend, on a rotating basis, the divisional meetings of Public Services and Technical Services.

3. To help the new head of the Media Services Division, the Director should establish a policy of scheduled weekly meetings with him for his first six months. The Director should also describe his management philosophy and help the new division head develop a compatible management philosophy and compatible goals and objectives.

4. The Director and the division head need to become more aggressive in securing outside or "soft" funding for this area.

5. By September 15, 1978, the Director should designate CA D-157C as the office of the Head of Media Services and should designate TV Studio B as the editing room as well as the backup TV production studio. The Dramatic Arts discipline should be notified that TV Studio B will no longer be available to them.

6. To bring Media Services up to minimum standards, additional lighting and AC convenience outlets should be installed in the graphics area, TV studios, and the workshop by January 1, 1979. The division head should submit a work order to the Director by November 1, 1978.

Personnel

1. By November 1, 1978, the Director, in consultation with the Administrative Committee, should appoint a L/LC staff development officer whose duties should include:

    a. developing lists of opportunities available;
    b. distributing information on opportunities to staff;
    c. establishing a yearly program of in-service training sessions;
    d. making better use of campus faculty and staff expertise through seminars and workshops on such topics as interpersonal relations, etc.;
    e. maintaining a written profile of staff needs and interests, to be updated yearly;
    f. maintaining a list of faculty and staff skills;
    g. maintaining a current list of civil service classifications and the necessary qualifications for each job with samples of the position descriptions;
    h. drafting staff development policies. These policies should include funding available and responsibilities of the L/LC and the individual staff member. They should be presented to the Administrative Committee by January 1, 1979.

2. By October 1, 1978, the Director, in consultation with the Administrative Committee, should appoint an ad hoc committee on performance review. This committee should examine the following and should write the necessary procedures for accomplishing the evaluations by January 1, 1979. Also, the committee should establish how these reviews will be used.

    a. Academic staff members should be evaluated semi-annually, using the criteria established for the annual review.
    b. Classified staff should be evaluated informally on a semi-annual basis until the state establishes permanent guidelines.
    c. Academic and classified staff should be given the opportunity to evaluate their division head and/or their first line supervisor at least once per year.

3. By November 1, 1979, the Administrative Committee should review procedures for recruiting academic staff members. An existing draft proposal, which will be submitted to the Director by the Study Team, should form the basis of the review.

4. Division heads should begin using the division meetings to acknowledge staff achievements for work on special projects, unusual activities, special honors, etc. The division head should take the responsibility for gathering this kind of information and staff should also be responsible for keeping the division head informed.

5. By September 15, 1978, the Director should begin attending division meetings once every two months and should visit each division weekly.

6. Due to the interest expressed in the suggestion box, we recommend that this form of communication be continued after the ALDP study is over; and to make it more available to staff and particularly to students, it should be relocated next to the Interlibrary Loan cabinet in the Public Services area. The reading of and responding to these suggestions should be a regular part of the agenda of the monthly staff meeting. The Director or his designee should be responsible for maintaining the box.

Collection

1. A Collection Development Committee should be formed, comprised of all selectors and the Collection Development Officer as chairman, to meet at least monthly, with the first meeting to be held no later than October 1, 1978 and that it be charged with the following:

    a. drafting a written collection policy, with advice from the Administrative Committee; to cover materials in all formats; to cover special acquisitions (e.g. gifts, pamphlets); to define the roles and responsibilities of selectors; to develop a goals and objectives approach to purchasing (e.g., weak subject areas, new disciplines, etc.); to set priorities in purchasing (e.g., curriculum-oriented, research, etc.);
    b. developing a mechanism for periodically reviewing and updating the collection policy;
    c. evaluating the periodical collection to determine areas of strengths and weaknesses, and developing methods of balancing the collection;
    d. studying ways of coping with the steady state budget, including considering the following: cost-effectiveness of the various information formats; cut-backs in low-priority and overly strong areas; cooperative purchasing with other libraries;
    e. following up on questions raised by the importance/success survey and staff/discipline coordinator interviews through a more extensive evaluation of the print and non-print collection, using a mechanism more appropriate to the information needed; and

f. developing methods for obtaining regular input on the collection from the faculty (e.g., interviews, liaison to discipline meetings, questionnaires, etc.).

2. The Collection Development Officer of the L/LC encourage inclusion of library resource funding in grants secured by other campus units and continually seek grant opportunities for the development of the collection.

3. Published materials acquired for the University Archives/Area Research Center continue to be purchased through the Technical Services Division.

4. By May 1979, the Heads of Archives, Technical Services and Media Services, in consultation with the appropriate academic discipline or administrative unit, draft a policy to determine the retention and format of concerts, plays, and other campus events. Once this policy has been approved, the Administrative Committee will make a decision as to who should bear the cost.

5. In order to insure the maximum rate of success in locating materials, it is recommended:

   a. that the Administrative Committee examine staffing patterns so as to provide for a permanent position of night supervisor;
   b. that the Public Services Division develop recommendations concerning the maintenance of the periodicals collection and submit the recommendations to the Administrative Committee by January 1, 1979; and
   c. that the Technical Services Division develop a plan for conducting a continuous inventory of the collection by May 1979.

6. The Public Services Division will draft policies and procedures for the continuous cleaning, repair, and inspection of non-print materials by December 1, 1978.

7. The primary responsibility for equipment maintenance and repair should be assigned to the Media Services Division.

8. The Heads of Public and Technical Services should assist the Head of Media Services in designing and monitoring a comprehensive maintenance and repair program, and that this program include written policies and procedures, training for all L/LC staff members who have direct contact with users in the operation of equipment and in the handling of emergency repairs, and regular replacement of heavy-use equipment such as cassette tape recorders. All policies and procedures should be implemented by January 1, 1979.

HISTORICAL BACKGROUND

Institutional history

In 1965, the University of Wisconsin was authorized by the state legislature to establish two new campuses, one in the northeastern part of the state and one in the southeastern, and the Parkside location and designation was chosen for the latter shortly thereafter. The actual planning of the UW-Parkside campus began in the following year, and a chancellor was appointed at that time. Both campuses had been authorized as "third- and fourth-year universities," to complement the existing two-year campuses of the University's Center System (see Appendix A). The legislature did not specify the type of school or program, and the state's Coordinating Council for Higher Education took the initiative in this respect. It was realized from the beginning that there was "no demonstrated need for a large liberal arts institute in southeastern Wisconsin" and that the absence of a "technological university" was the one exception to the state's otherwise comprehensive coverage in the field of higher education. The idea of a "Wisconsin Tech" was seen not only as a means of serving existing industry in the area but also as a way of attracting more industry into the state, thus broadening the tax base to support the escalating cost of a high-quality university system. The earliest proposal to CCHE (1966) envisioned UW-Parkside as "the center of applied research in the State of Wisconsin," thus requiring a strong graduate school; however, the author pointed out that he was not precluding a "full liberal arts program," a school of commerce, and a school of education. Although a declining need for traditional elementary and secondary school teachers was already recognized, UW-Parkside was to be a center for training vocational and technical school teachers -- an idea which the Platteville and Stout State campuses promptly saw as a duplication of their existing efforts. In 1967, CCHE recommended the following academic plan for both new campuses: a strong liberal arts core; professional emphasis in education; "a traditional and a distinctive emphasis in business administration" (with an industrial emphasis for UW-Parkside); a student-faculty ratio of 16:1; and "well-equipped libraries and laboratories, instructional media centers, closed circuit TV potential ... (et cetera)." Specific to UW-Parkside was: higher education as related to the problems of an industrial society; a School of Modern Industry; a College of Science and Society; and applied industrial research. Physical facilities were to include a library and a learning center, the two possibly combined. Another CCHE document of 1967 specifies that education should be a department rather than a special school, and graduate work would not be offered during the early stages.

The development of campus administration

The original timetable for the campus called for the beginning of instruction on the upper-division level in 1969, the admission of freshmen in 1971, and a

complete four-year program by 1975, at which time the two-year centers in Kenosha and Racine would be closed. This gradual phase-out, with its overlapping and duplication, must have soon appeared as inefficient, for on July 1, 1968, the Center System handed over to the UW-Parkside administration its programs in the two cities, along with the staffs and facilities there. In 1969, the University seemed anxious to make the master's program "an early goal" for its two new campuses, but CCHE felt that this should not be done during the first five years of full four-year operation. It stated at this time that the new campuses should be "primarily undergraduate liberal arts institutions with selected areas of master's level graduate work to be developed in time."

In 1971, the four-campus University of Wisconsin (including UW-Parkside) was merged with the nine-campus Wisconsin State University at the Board of Regents level. Two years later, further legislation created an integrated University of Wisconsin System, with a "doctoral cluster" (Madison and Milwaukee) and a "university cluster" (Parkside, Green Bay, and all former WSU campuses).

The campus administration has undergone several changes, both major and minor. The sudden death of founding Chancellor Irvin G. Wyllie in 1974 came at a critical time in the University's adjustment to changing enrollment projections and program offerings, and it was a year before Alan E. Guskin arrived as his successor. On the second level, a Vice-Chancellor for Academic Affairs and an Assistant Chancellor for Administration were joined in 1971 by an Assistant Chancellor for Student Services; in 1976, the last-named was superseded by an Assistant Chancellor for Educational Support Services, who was also given supervision of the Library/Learning Center, the Computer Center, and Athletics.

Buildings

The opening of Greenquist and Tallent Halls in 1969 made both classes and library services possible on the new campus, although the former Center System facilities continued to be used as well. In 1972, the Library and Athletic Buildings were opened. The completion of the Classroom and Communication Arts Buildings made possible the concentration of all classes and facilities on the new campus by January 1975. The UW-Parkside Union, opened in 1976, completed the complex of public buildings.

The development of the Mission Statement

Although the term "mission" was not used until 1969, the concept goes back to the earliest stages of planning. A staff proposal of 1966 suggested that the proposed campus "have its prime emphasis in the areas of technological education," and a later document of the same year spoke of the

inclusion of "a comprehensive school of modern industry and technology." The academic plan which was recommended in the following year spoke of UW-Parkside's program of "higher education as related to the problems of an industrial society," and the term "School of Modern Industry" appeared as the proper name of an academic unit. In 1969, the UW-Parkside academic program was said to be based on an "industrial society mission," although there was also to be "a more general mission of offering liberal arts and science programs to the region." This concept of a parallel mission in the liberal arts also had its antecedents in the earlier documents mentioned above. A campus document of 1971, entitled, "The Parkside Plan: New Opportunity in Higher Education," proclaimed:

> The mission of The University of Wisconsin-Parkside is to offer a liberal arts and science education to the people of Southeastern Wisconsin; its special mission is the study of industrial society. These missions include imparting the knowledge and developing the skills necessary to understand, use and control technology, and studying cultures, past and present, to clarify and enrich life in an industrial age.

It also spoke of the Library-Learning Center, then under construction, as "the focus for individual learning and independent study."

The creation of the present University of Wisconsin System in 1973 required the drafting of a detailed statement of mission for the new entity, including a separate section for each campus; this statement was adopted by the Board of Regents at its January 1974 meeting. The section on Parkside (see Appendix A) assigned to the campus a three-fold mission: "System Mission" (a sharing in the basic principles of the entire system), a "Core Mission" (a sharing in the general purposes of the University Cluster, including that of "providing a base of liberal studies...in the arts, letters, and sciences"), and a "Select Mission" (goals and responsibilities peculiar to the local campus). The Select Mission consisted of seven points, of which the first two were "liberal arts degrees and...educational support for the economic, technological, scientific, and cultural needs of an industrial society" and "a distinct programmatic focus on the economic, technological, and managerial needs and interests of industry-based societies." The development of "basic graduate programs" was affirmed, and for the first time there was mention of developing "appropriate interinstitutional program relationships within the region."

In the fall of 1975, newly-arrived Chancellor Guskin established a Committee of Principals to serve as a "task force on academic plan and academic organizational reform." In so doing, he cited a resolution on the "need to set priorities," passed by the Faculty Senate in the spring of that year. In February and March, 1976, the Faculty Senate approved the Committee's report. Its section on institutional priorities began with the statement that "The

number one commitment...should be the development and implementation of the Industrial Society Mission;" there followed, in its entirety, the Select Mission statement of 1974. Other institutional priorities are the "development of faculty and student excellence" and "community outreach." A section on academic programs included the following recommendations: a Master of Professional Development degree and a B.S. in Industrial and Environmental Hygiene; a basic skills requirement, ensuring that graduates could "read, write, speak English, use basic mathematical skills and be able to utilize library resources" (to be implemented by September 1977); and the establishment of non-degree centers, beginning with Multicultural Studies, Excellence in Undergraduate Education, and the Application of Computers.

The most recent refinement of the mission statement came in Chancellor Guskin's convocation address of September 2, 1977. In it, he set forth the concept of a

> community-based university...which focuses its educational attention on mutually beneficial relationships with the communities it serves; one which utilizes its resources to foster the development of the surrounding communities as well as the part-time and full-time students it educates.

He went on to describe community development in terms of

> the role of a university as an educational and cultural center attempting to expand and upgrade the quality of life experienced by community members, to increase a sense of community pride, to reduce community tensions, to provide the environment and expertise to foster the economic development of the area, and to provide the resources to assess and solve community problems.

The budget

In less than ten years, UW-Parkside's funding was transformed from a few years of generous start-up monies, through a period of retrenchment and enforced savings, to the current state-wide steady-state budget. A beginning of the end of the start-up period came in December 1970, when UW-Parkside had been open only three semesters.

Two principal factors have had a negative impact on funding at UW-Parkside: shortfalls in the fulfillment of enrollment projections; and the limited growth of the institution as determined by the University's Central Administration in Madison. Regardless of the cause of lack of foresight that failed to see the end of the educational boom of the 1960's, the resulting confusion in planning and disappointment over unfulfilled expectations has been as harmful to UW-Parkside as the budgetary problems.

The UW-Parkside budget history is as follows:

Year	Campus Budget	Educational Budget[1]	L/LC Budget[2]	L/LC as % of Ed. Budget	Faculty & Acad.Staff	Classified Staff
1968/69	$ 2,314,678	$ 2,199,148	$437,586	19.90	N/A	N/A
1969/70	4,350,165	3,769,103	666,660	17.69	N/A	N/A
1970/71	6,215,506	5,364,382	698,956	13.03	N/A	N/A
1971/72	8,349,011	6,866,512	927,691	13.51	N/A	N/A
1972/73	8,753,613	6,847,368	793,901	11.59	N/A	N/A
1973/74	13,533,015	8,491,298	822,169	9.68	288.51	207.08
1974/75	14,127,466	9,041,306	760,373	8.41	386.96	203.95
1975/76	13,934,838	9,455,744	676,314	7.15	267.89	175.85
1976/77	15,464,778	9,693,338	689,450	7.11	272.23	171.60
1977/78	15,999,622	10,104,362	714,893	7.08	270.93	173.00

[1] Campus budget minus Auxiliary Enterprises, Physical Plant, and Debt Management.

[2] Includes Learning Center and Archives when budgeted as separate units.

Here, the effects of enrollment shortfalls can be seen in the years 1972/73, 1975/76, and 1977/78. The scaling-down of the total University staff over the last five years reflects this problem also.

The faculty

The growth of the faculty from a small nucleus of Center System personnel to the current full-time equivalent of 206.7 did not always parallel the expansion and contraction in budget and enrollment. This is one part of the original design of UW-Parkside which has retained some identity throughout the decade: that of a quality faculty, committed to teaching and research, as one of the prime requisites for a university. The first person hired for the campus, Chancellor Irvin Wyllie, began immediately to recruit a top-quality research faculty. The social sciences, natural sciences, and humanities were the first strong areas of faculty concentration; to an extent, that remains true today.

In the 1977/78 academic year, the faculty is composed of 183 regular (FTE: 174.24) and 95 "ad hoc" (FTE: 32.46) teaching staff, for a total of 278 (FTE: 206.7). There are 28 professors (15.3%), 65 associate professors (35.5%), 59 assistant professors (32.2%), and 30 lecturers and visiting faculty (16.4%), with an overall tenure density of 48.6%. (In 1975, the latest year for which this data was tabulated, 127 of the 175 regular faculty had achieved the doctorate.) The Science Division is the largest, with 51 regular faculty; next comes the Humanities Division, with 35; and then Behavioral Science, Education, and Social Science, each with 19. University-wide, the heavy reliance on "ad hoc" and part-time faculty has caused many problems in program development, student-faculty contact, and sense of community. As an attempt to alleviate this, a number of part-time positions were consolidated into 17 full-time positions in 1976.

Although the total size of the faculty has remained high, there has been an extensive turnover in regard to individual members. However, the turmoil attendant upon this factor has had little impact upon the L/LC.

The students

As a "community-based university," UW-Parkside exhibits a unique character in the make-up of its student body: 30% of the almost exclusively commuter enrollment is over 25 years of age and approximately 50% of all students are part-time. Retention of upper-level students has been a traditional problem, with many juniors going to Milwaukee and Madison to complete their degrees. Further, non-degree programs such as refresher courses for practicing professionals in the business community have only been slowly developed. Enrollment in evening, week-end and summer programs has been limited by the delayed

institution of degree programs that could be completed during the non-business hours. Hopefully, this enrollment problem which has to date plagued the fiscal planners will be conquered through the fullest realization of the "community-based university" ideal.

Early projections by the Coordinating Council for Higher Education (December, 1966) called for UW-Parkside to achieve an enrollment of 8,500 (headcount) by Fall 1977, but a pattern of shortfalls became apparent by Fall 1971. Annually adjusted projections provided by the Regents of the System have now targeted a headcount of 5,669 (FTE 3,851) for Fall 1976 (see Appendix C). The actual enrollment for Fall 1977 is 5,182 (FTE 3,459) which appears to be a good step toward reaching the mandated objective.

The Library/Learning Center history

Administration and organization

The Library/Learning Center began as three separate administrative units, each with its own director: the Library, the Learning Center, and the University Archives/Area Research Center (see Appendix). The directors of the first two units reported to the Vice-Chancellor for Academic Affairs, and the director of the third reported directly to the Chancellor. In 1975, the UA/ARC became a division within the Library, and in the following year the Library was merged with the Learning Center to form the present unit. At the same time as the latter merger (1976), the unit was transferred from the supervision of the Vice-Chancellor to the newly-formed office of Assistant Chancellor for Educational Support Services.

The L/LC Committee, composed of faculty members elected by the academic divisions and students appointed by the student government association, meets regularly with the Director to discuss and advise on matters of policy.

The organizational structure of the L/LC has undergone several changes in the past ten years. In the early 1970's it consisted of five major departments: Acquisitions, Cataloging, Government Publications, Reference and Serials. A reorganization occurred in 1974, when the departments were consolidated into three divisions: Public Services, Collection Development and Technical Services. Two additional divisions, Archives and Media Services, resulted from the expansion of scope mentioned above; however, Collection Development has recently (1976) been incorporated into the Technical Services Division. In July 1976, the head of the Public Services Division was given the added responsibility of the newly-created position of Assistant Director.

From 1968 to 1972, when the staff was relatively small and the Library was in a smaller and more concentrated building, the Director was able to meet with individual members of the staff by monthly appointment. The purpose of

these meetings was to inquire about work-related problems or ask their advice regarding decisions he was going to make. In addition, he held weekly meetings with the department heads. When the Library moved to its permanent home, the Wyllie Library-Learning Center, this practice was discontinued and he met once a week with all librarians and certain classified staff members. Since 1973, the Director has met weekly with the division heads and monthly with the entire staff. From time to time, ad hoc committees have been appointed by the Director for specific functions.

The staff

The first librarian was appointed in 1967. By Fall 1969, when the University officially opened for classes, the staff had increased to eight librarians and ten classified staff members. After the Library's merger with the UA/ARC in 1975 and with the Learning Center in 1976, the staff increased sizeably. As of July 1978, it consisted of 17 professionals (15.8 FTE), 16 classified staff (13.35 FTE), and 46 students (13.2 FTE).

The professional staff consists of 12 librarians, three media specialists, and two archivists. These people are part of the University's academic staff, a category which is separate from both faculty and classified (civil service) staff. Since the inception of the Academic Staff Rules on July 1, 1977, professional staff members receive fixed term, limited, or probationary/indefinite appointments. They are evaluated once a year by the Director, and recommendations for merit increases are made at this time. They do not participate in University governance, but may be appointed to campus-wide committees. The professional staff can be characterized as having attained a high level of achievement, both academically and professionally. In addition to the basic professional master's degree, four members have a subject master's and one has a doctorate. Moreover, several have held offices in professional associations and/or served as speakers at conferences and workshops. A combination of experience and youthfulness is reflected in the fact that seven members have been on the staff for five years or more, while five new members were added within the past two years. During the last five years, budget cuts have resulted in a loss of 7.6 professional positions, or 32.5% of the total.

The classified staff consists of one library services assistant; five library technicians; two library assistants; one each at the Steno 3 and Typist 3 levels; four at the Typist 2 level; and one each at the Technical Typist 1 and Electronics Technician 1 levels. These people are governed by the state's civil service regulations and, since 1976, their contract through the Wisconsin State Employees Union. Over the years, the classified staff has brought to the L/LC a wide range of skills and talents; some have concurrently pursued graduate study in library science or other areas. The extensive use of paraprofessionals in the cataloging process made possible a fast and cost-efficient operation, a factor especially important in the early years of the Library,

when a large number of books was being added each year. The classified staff has also contributed to the continuity of the unit, and there are eight members who have been on the staff for five years or more. During the last five years, budget cuts have resulted in a loss of 4.1 classified positions, or 23.5% of the total.

The exceptional dedication which has characterized the staff throughout its history was especially evident during the early years of operation, when working conditions included crowded work areas, inadequate or defective physical facilities, and frequent moves from one temporary location to another. Moreover, the sense of helping to lay the foundation for an important new university contributed to the staff's morale an extra dimension which could not reasonably have been expected to continue indefinitely. Between 1972 and 1976 three factors had a negative impact on the staff's morale: the move into permanent quarters signalled the end of the "pioneer period," and the physical layout of the new building caused the various units to become somewhat separated from each other, both physically and psychologically; a series of budget cuts caused anxiety about loss of positions and bad feelings between units over the question of which would lose positions; and the absorption of previously independent units (UA/ARC and the Learning Center) and the merging of previously separate departments (Acquisitions, Serials, and Cataloging) created a unity on paper which has not always been obtained in fact.

The budget

As can be seen on the budget chart on page 18, Chancellor Wyllie placed a great deal of importance on building a strong library and a modern learning center. This substantial level of support has been continued by his successor, Chancellor Guskin. To the annual figures on the table must be added large amounts of unspent money from the budgets of other units which both the Library and Learning Center have received at the end of each year. These funds were used to purchase capital equipment for the Learning Center, large and expensive sets for the Library, and to hire limited term employees.

As a result of the UW-WSU merger in 1972-73, UW-Parkside's level of funding was reduced, and each unit of the campus was subjected to an equity study which compared its expenditure per student with that of its counterparts on other campuses of the University (i.e., non-doctoral) Cluster. This study, released in January 1974, resulted in a reduction of the UW-Parkside Library's budget in order to bring it into line with that of other libraries in the cluster. As a result, several vacant positions were given up, and members of the cataloging department took a voluntary reduction in hours.

The building

The Wyllie Library-Learning Center was conceived by the architects as being the physical hub and the intellectual center of the entire campus. It is one unit of an academic complex which is set in the midst of 700 acres of rolling and wooded countryside. Built of brick chosen to blend with the color of the surroundings, and containing large expanses of glass that bring in the outdoors, the result brings to patrons a sense of harmony and beauty seldom found in public buildings. Inside, a large, open, three-tiered area called "Main Place" provides lounge space, a snack bar and a central location for special functions and casual meetings. The other buildings in the complex radiate out from this central area and are connected to it by covered concourses.

The L/LC occupies approximately 103,000 square feet on five floors and was planned and built to accommodate an eventual collection of over 400,000 volumes. Learning stations are located on all five levels; there is a total of 1,025 study seats, 769 at tables and 254 at carrels. One area is set aside for viewing and listening to non-print materials such as films, videotapes and records. There is also a section for microform readers. The UA/ARC is also housed in the L/LC.

The Media Services Division, located in another building, includes two television studios completely equipped for producing original programs; an audio studio which has equipment for recording, dubbing and duplicating audio tape recordings; and facilities and equipment for preparing 16mm. films, transparencies, photographs, slides and other audio-visual teaching aids for classroom use. A distribution system to transmit videotaped lectures and programs into the classrooms is being installed.

Prior to the opening of the present building in August 1972, the central library was housed in three temporary locations: an old school house on the campus (1967-68), a prefabricated "Modulux" building (1968-69), and Tallent Hall (1969-72). In addition to the Kenosha and Racine campus collections, several thousand volumes were housed in a remote storage area at one time.

The collection

The original academic plan (1967) provided that the Library was to have 60,000 volumes when the campus opened in 1969, 150,000 in 1971, and an additional 50,000 volumes added per year to 1980. It was also to include "a large collection of government documents and reports dealing with business, industry, and finance." In order to meet the initial goal of 60,000 volumes, a decision was made to go through Books for College Libraries and order everything in all areas. (About 1/3 of the material was out-of-print; some was subsequently reprinted and an attempt was made to obtain those also.) Additionally, newly published items listed and recommended in Choice were

ordered in all liberal arts areas (except foreign languages), in most science areas, and in business and engineering. In December 1969, the Library established a standing order plan with Richard Abel and received virtually every college level (including graduate and research level) book published in the English language in the areas previously selected through Choice. Since the science and history faculties were well established and extremely library oriented, great depth in the collection was quickly established in those areas. In June 1972, the Library had a collection of 185,248 volumes and, as of July 1977, the collection totalled 264,678 volumes. This represents approximately 50.9 volumes per student (based on Fall 1977 headcount of approximately 5,200 students).

The periodical collection took a bit more time than the book collection to develop. Both Center System campuses had small collections (100-200 items). Faculty input was requested and the response to this, plus staff discussion, led to the selection of 1,978 periodical titles (plus 200 duplicate subscriptions) by June 1972, when the new building was occupied. Due to inflation and budget pressures, the collection of July 1977 totalled 1,887 current subscriptions.

During the initial stages of collection development, government publications or documents (Wisconsin, United States and United Nations) were aggressively collected. In March 1970, UW-Parkside became a special depository for federal publications, but this status was revoked by February 1974. At one time, over 100,000 items, plus 7,951 maps, were in the documents collection. Today, this collection, except for Wisconsin state publications, is being integrated into the general collection and items are ordered as requested by faculty or library staff.

Since a number of valuable monographs, periodicals and government publications were out of print or available only in microformat, the L/LC has developed an extensive collection of materials in microfiche, microfilm, ultrafiche, and microprint. The total numbers approximately 422,126 items. In addition, there are several large special series of periodical titles on microfilm.

The non-print collection began with the opening of the Learning Center in 1972, although records were already being acquired by the Library. From 1972 to 1975, great emphasis was placed on purchasing materials. With budget reductions, the collection is now growing more slowly. It contains 611 16mm. films, 604 video-recordings, 366 filmstrip/cassettes, 4,315 phonograph records, 2,660 audio cassettes, 133 sound/slide sets, 86 kits, 257 open reel tapes, 178 film loops, 20 games and 30 transparencies.

The UA/ARC collection includes manuscripts, records, and papers of individuals, organizations, governments, and businesses in Racine and Kenosha counties. (The State Historical Society of Wisconsin retains ownership.) The collection contains back issues of local newspapers and the UW-Parkside university records,

including the papers of retired administrators. As of July 1977, there were 115 manuscript collections and 173 county government record series in the ARC. In the University Archives, 579 cubic feet of materials have been accessioned and 201 cubic feet have been processed.

Although the L/LC has not aggressively sought to develop "special" collections, a Special Collections Room contains the publications of two small presses, a major collection of 18th and 19th century American plays, manuscripts and other material of writers from the Racine-Kenosha area, and some miscellaneous other material. Other collections which should be noted are the Instructional Materials and the slide collection (some in an art collection, some in the UA/ARC, and some in the regular non-print collection). Since the L/LC is responsible for equipment distribution to the classrooms, a fairly substantial amount of equipment (approximately 254 items) is owned. This item count includes A-V equipment in the L/LC but does not include the microformat equipment, which totals approximately 40 items.

Services

Reference services at the UW-Parkside campus were started in Fall 1969, with 1.5 librarians covering 40 hours per week. This has grown to 72 hours per week, with ten librarians covering the Information Desk. Interlibrary loan transactions have increased from 2,254 transactions in 1968/69 to 4,106 in 1976/77. This service is available to students as well as to faculty members; through a state-wide system, it provides free photocopies of journal articles in addition to the loan of books and microforms.

When UW-Parkside started operations, the Library was open 84 hours per week; the L/LC is now open 93 hours per week.

There has always been a policy of checking materials out to Wisconsin residents; today there are 4,900 Special and Educational borrowers, almost the equivalent of the number of students enrolled.

Library instruction began in Fall 1972 with an extension course offered at night and also any course-related instruction requested by instructors. It was conducted by one librarian hired specifically for half-time instruction. In 1976/77, the program reached a total of 139 class sessions and tours, encompassing over 1,800 university and community individuals.

The circulation of printed materials has grown from 36,435 in 1969/70 to 191,989 in 1976/77. Non-print circulation began with 3,700 in 1970/71 and grown to 15,168 in 1976/77.

The Media Services Division, starting in October 1973, has offered facilities such as audio-visual production, film production (available until 1977), audio production and television production. It also repairs equipment, prepares

audio-visual materials for classroom use, conducts workshops for faculty and students on how to make materials, and makes tape recordings of conferences, guest speakers and committee meetings.

The University Archives keeps all past records of administrative, legal, financial or historical importance. The Area Research Center operates in conjunction with the State Historical Society. It contains local government records, manuscripts and microfilm. The combined unit is open to the general public 45 hours per week and by appointment; it has been especially active in providing assistance to people doing research in the field of local history and genealogy.

Other services provided by the L/LC include: guides, which are prepared by the staff as directives on how to use various sources and services available in the library; bibliographies, prepared for certain university functions; a reception for new faculty members, held annually; a free coffee service, provided during final examination periods; and displays, set up in conjunction with various university events.

Special operations

In February, 1976, the Library, through the newly-formed Wisconsin Library Consortium, became a member of the Ohio College Library Center (OCLC), a computerized data base retrieval system. The principal use of OCLC at UW-Parkside is in the cataloging of print and non-print materials; however, it is also employed by the Acquisitions, Serials, and Public Services personnel for bibliographic verification.

In 1972-73, the Library, in conjunction with the Computer Center, developed a multi-faceted serials data base program. This program can provide the L/LC with printed holdings lists in a variety of forms, bindery slips, and accounting control data. One half-time library technician maintains the file, analyzing the contents of larger serial sets, updating existing records, and adding new titles.

The L/LC's bindery program provides for the professional binding of completed volumes of periodicals, or, in some cases, the substitution of microfilm. It also includes a considerable amount of in-house binding, which is performed by the student staff of the Bindery section. Brodart's Togic Binding System has been employed successfully in this area.

Interlibrary loan, largely through the Wisconsin Interlibrary Loan System (WILS), is an activity of the Public Services Division. Centered in Madison, the system is linked to the participating libraries via teletype, and will eventually go on-line when the OCLC interlibrary loan module becomes operational.

In the summer of 1973, the 3M Corporation was contracted to install their Tattle-Tape book security system in the L/LC. By January 1974, the system was totally operative, with tapes in all reference books, all bound periodicals, one out of every three books already in the circulating collection (with the exception of some high-loss areas which were taped comprehensively), and all books processed after January 1 of that year.

Conclusions

During the past decade, enrollments have increased at a dramatic rate, causing a noticeable change in the size, scope and ethos of the campus. Although early projections for the last half of the decade have not been realized, the enrollment now appears to be stabilizing at a level roughly equal to the latest predictions. If this situation continues to obtain, the total campus budget should be secure at its present level.

The University has consistently expected its L/LC (and predecessor units) to provide a wide range of services at a high level of quality: a collection of both print and non-print materials; the services of a professional staff; support for scholarly endeavor; bibliographic instruction for a variety of patrons; special media for classroom teaching; and service to the surrounding community. Thanks to generous start-up funds, the collection has always been strong and is expected to continue so. The staff has maintained a high quality of service, although quantity has suffered at times from cuts having been made in this area more than in the materials budget. The interlibrary loan service and the UA/ARC have combined with our own collection of books and journals to provide an exceptionally high level of support for faculty research. A systematic program of bibliographic instruction has already been extensively developed and will be increasingly important as the campus enrolls larger numbers of non-traditional students. The workshop for instructional media has made a significant beginning and should develop more fully in the future. Service to the community has included special displays and bibliographies, cooperation with neighboring libraries and the circulation of materials to a number of community residents equal in size to the total number of students.

NEEDS ASSESSMENT REPORT

Assessment of the needs of the Library/Learning Center as determined by users and staff took two forms. Staff input was generated through small group discussions. User input was obtained through participation in a Library User Survey. A summary report is presented first, and following that a more detailed discussion of the findings.

Idea exchange

Each staff member had the opportunity to participate in a two hour idea exchange designed primarily to generate suggestions for improving the effectiveness and efficiency of the L/LC. During the sessions, staff members were asked to establish priorities for the suggestions generated. Then the suggestions gathered from all three sessions were grouped by priority and analyzed by the Study Team.

The needs and suggested changes dealt with all aspects of L/LC operations: needs of staff, needs of divisions, needs of the L/LC as a whole, and needs of users. In assessing these needs and arranging them for further development and analysis, easily solved and/or obvious needs were assigned to those individuals and groups which could deal with them. Other needs were assigned to the appropriate task force (Stage II of the study) for further consideration.

The most serious concerns of the staff seemed to focus on communications, use of human resources, work space design, and the strengthening of the Media Services Division. The communication problems centered on the

1. need to define more clearly the roles of individual staff members and the functions of the divisions;

2. need for more frequency and detail in communications between the divisions of the L/LC; and

3. need for more operations information from the Director.

The latter seemed to be a signal from the staff that staff meetings as they are now constituted are not as productive and efficient as they might be. Staff members do want to be informed but seem dissatisfied with the present arrangement.

The issues which centered on the use of human resources by the L/LC ranged from a need for more staff members to a need for a thorough review of the distribution of duties between academic staff and classified staff. One issue which was mentioned by all groups was the need to develop student job

classifications, salary scales, training procedures and work policies. Additionally, there was great concern voiced about the need to increase staff development opportunities and recognize staff achievements.

Work space problems were also mentioned in all three groups. The primary problems seemed to center on the noise and crowded conditions in the office area for reference librarians and the space allocations in the Technical Services Division.

The Media Services Division, the newest division in the L/LC, was an area where many staff members saw the need for changes. Most staff members did not entirely understand the functions of the area, but recognized that the division had not been fully integrated into the goals and priorities of the L/LC. There was also a feeling that the area has had too little direction and has not been able to maintain a stable staffing situation. Finally, the need to develop a budget for equipment replacement and repair was mentioned several times.

User inquiry

The user inquiry was conducted using the slightly modified Image Survey instrument contained in the ALDP manual. The survey was distributed to students, faculty, university staff, and registered community borrowers. There were 956 tabulated responses: 118 freshmen, 111 sophomores, 60 juniors, 102 seniors, 94 special students, 66 faculty, 62 staff members, 307 special borrowers, and 36 giving no identification. After a computer run had already been made 128 responses were received, and comments which appeared on the forms were included in the compilation.

The analysis was divided into two parts. The first section of the survey dealing with everything but the written comments revealed a general satisfaction with the L/LC and its services from all user categories. The most positive about the L/LC were the special borrowers. The least positive were the special students (non-degree candidates) and the juniors. The special borrowers were probably most positive because they appreciate the opportunity to use the library and because they are very impressed with the physical appearance of the L/LC. The more negative attitude of the special students may only be guessed at. Since many UW-Parkside students transfer between the sophomore and junior years, it may be that the juniors who did not transfer, could not, and are somewhat disgruntled.

Useful additional data generated by the survey were contained in the written comments. The comments which occurred with the greatest frequency were in reference to: 1) the noise level in the L/LC; 2) limited hours of service (insufficient hours on Friday night and Sunday); 3) insufficient information available to explain library services, facilities, and collections; 4) de-

layed reshelving of materials; and 5) collection inadequacies in fiction, psychology journals, music scores, et cetera.

Master list of needed changes based on the Idea Exchange

After considerable discussion, the following was considered to represent a Study Team consensus on the needed changes to improve the functioning of the L/LC. The most serious concerns of the staff seem to focus on a need for better communications, more help, and improved work space design. Some suggestions, as noted, have been referred to individuals or groups for immediate action. Others need to be studied in more depth by a task force which will develop appropriate solutions.

1. Most important

   a. Improve communications.

      1) Develop a list of staff with functions and assignments specifying each staff member's area of responsibility. (Refer to Director and ask that his office prepare this.)

      2) Develop a medium of information exchange between divisions to inform staff members of changes.

         a) More detailed reports at staff meetings. (Refer to division heads with charge to implement.)

         b) Post news on bulletin board. (Ask division heads and administrative office to place information items on bulletin board in addition to routing.)

      3) Revise system of staff meetings.

         a) Have Director meet with professional staff separately from time to time.

         b) Have Director meet with classified staff separately from time to time.

         c) Have meetings with University administration and L/LC staff.

         d) Have more meetings of professionals within divisions and classified within divisions. (Refer all of the above to Task Force on Human Resources and charge it to look specifically at these suggestions.)

4) Have Director let division heads know when he will be off campus.

b. Develop student job classifications, salary scales, training and policies. (Refer to Director and ask that he appoint a staff committee.)

c. Rearrange work space in both Technical Services and Public Services Divisions. (Charge Task Force on Technology and Facilities to study this and return with recommendations.)

d. Increase classified and paraprofessional staff in Technical Services and Public Services Divisions and review distribution of duties between professionals and classified staffs. Specifically,

1) examine staffing patterns, especially in regard to workbook corrections, interlibrary loan, match cataloging, duplicating liaison;

2) examine the possibility of using LTE's in place of students and classified staff to smooth out uneven workflow; and

3) look at the need for a night supervisor for the Circulation Department. (Refer to Task Force on Human Resources and, additionally for #3, ask Director to work with the head of the Public Services Division to ascertain if an LTE night supervisor could be hired immediately on an experimental basis.)

e. Have division heads assume more responsibility in programming, planning and budgeting within the L/LC. (Refer to Director and the division heads to work out.)

f. Create a budget line for replacement of worn and obsolete equipment. (Refer to the Director for possible implementation in the 1978-79 budget request.)

g. Conduct a general review of administrative office procedures. (Refer to the Task Force on Human Resources.)

h. Establish a stable, strong, efficient, service-oriented Media Services Division which is effectively integrated into the University's instructional program and the goals and priorities of the L/LC. (The Study Team suggests creating a special task force to study the Media Services Division.)

i. Create quiet areas in the L/LC for students who are disturbed

by the noise level. (Refer to Public Services Division, which should develop a plan and the means to publicize it. If problems arise, the division should let the Study Team know so a task force can be assigned to this project.)

j. Develop a procedure for proof-reading processing. (Refer to the head of Technical Services Division.)

2. More important

a. Automate circulation system. (Refer to Task Force on Technology and Facilities.)

b. Realign circulation and reference desks, and instruction classroom. (Refer to Task Force on Services and Collections.)

c. Bolt down A-V equipment and sound-isolate equipment in the non-print area. (Refer to Task Force on Technology and Facilities.)

d. Develop a comprehensive approach to staff development and in-service training. (Refer to Human Resources Task Force.)

e. Examine cataloging workflow.

1) Change designation of original and match cataloging.

2) Distribute OCLC time equitably. (Refer to head of Technical Services Division.)

f. Develop gift processing procedures and acknowledgement. (Refer to Director and head of the Technical Services Division.)

g. Establish regular staff meetings for Technical Services Division. (Refer to head of Technical Services Division.)

h. Develop a medium for greater staff participation in decision-making. (Refer to Management Systems Task Force with a charge to first clarify further.)

i. De-bug serials print-out and spinoffs. (Refer to Technology and Facilities Task Force.)

j. Look into the matter of getting the Radio Frequency (R.F.) Distribution System staffed and working. (Refer to Director to take to University administration for clarification. If necessary, refer to Technology and Facilities Task Force.)

3. Least important

   a. Provide stapler, paper cutter and other equipment at desk near photocopy machine. (Refer to Public Services Division.)

   b. Expand use of OCLC including:

      1) adding OCLC terminal in public area;

      2) acquisitions; and

      3) serials. (Refer to Technology and Facilities Task Force.)

   c. Weed and inventory the collection. (Refer to Services and Collection Task Force.)

   d. Make the shelflist available to the public. (Refer to Services and Collection Task Force.)

   e. Staff Archives at least some evenings and weekends. (Refer to Services and Collection Task Force for study, and ask L/LC Director and Archives Director to explore possibility of special openings with existing staff.)

   f. Keep the L/LC cleaner. (Ask Director to find out if Physical Plant can do anything about this.)

   g. Develop a popular literature reading area or collection. (Refer to Services and Collection Task Force and ask for a specific investigation into the possibility of renting a fiction collection.)

   h. Review special collections acquisitions and service policies. (Refer to Services and Collection Task Force.)

   i. Give more staff recognition, especially for special contributions and/or accomplishments. (Refer to Human Resources Task Force for specific recommendations.)

   j. Create a Staff Association. (Refer to Human Resources Task Force.)

   k. Examine signage and sign policy, including a staff directory. (Refer to Services and Collection Task Force.)

   l. Relocate indexes. (Refer to Public Services Division to be worked out with Technical Services Division.

   m . Develop a notification scheme for use by staff members when

they are away from their desks. (Refer to division heads for development of specific procedures.)

n. Post staff work schedules. (Refer to division heads, asking that staff schedules be sent to each division and placed in the Information Notebook at the Information Desk.)

o. Improve publicity on the collection and services offered by the L/LC, including the notification of faculty when books are ordered. (Refer to Services and Collection Task Force.)

p. Develop work flow charts and written work manuals. (Refer to Management Systems Task Force.)

q. Open staff elevator at 7:45 a.m. (Refer to head of Public Services Division.)

Summary of the Image Survey

The basic form and content of the Image Survey were taken directly from the manual for the study. Only minor changes and additions were made to accommodate UW-Parkside's special character and allow for simpler coding of demographic data. The intent of the survey, revealed in a covering memorandum, was to gather data concerning how the Library/Learning Center's users and non-users view the University, the L/LC and its services, collection and facilities. Additional remarks were solicited. The questions themselves fell into several categories:

1. University issues affecting library service.

   a. Five questions rated in positive-negative terms the University's future and its openness to change.

   b. Six questions concerned the perceived orientation of the University *vis a vis* students, faculty, research and programs.

2. Issues concerning the L/LC and its services, collection and facilities.

   a. Fifty questions rated these issues in positive-negative terms.

   b. Ten questions concerned the perceived orientation of the L/LC and its services, collection and facilities *vis a vis* various types of users, service, research and different types of materials.

Additionally, the Survey had as its purpose heightening community awareness of the L/LC and its study.

The questionnaires were printed and distributed to the three principal user groups, as follows:

1. Students: 2,000 copies with special cover letter distributed by hand in the L/LC, in the corridors and cafeteria; handed out by L/LC student employees to the students in their classes; and made available at public stations throughout the campus.

2. Faculty and staff: 600 copies with special cover letter individually addressed by computer-generated labels and mailed through the campus mail.

3. Special borrowers (registered borrowers in the community): 5,000 copies with special cover letter which included a tear-off section at the bottom to permit renewal of borrower cards. These were folded and mailed together with an addressed envelope for return in the #10 envelopes addressed with computer-generated labels.

Returns were collected in well-marked boxes at four selected sites throughout the campus as noted in the cover letters and a special advertisement placed in the student newspaper. Students generally employed these drops as well as the two circulation desks; faculty and staff mailed returns, and most special borrowers used the supplied return envelopes (not postage paid). Unfortunately, a cut-off date was not advertised, and questionnaires were still being received a month after distribution. (These latecomers were not tabulated.) Completed questionnaires were numbered sequentially and sent to the Computer Center, where they were key-punched onto 80-character cards. The data was then run through the Statistical Package for the Social Sciences (SPSS) program which is designed to analyze data of this sort, calculating mathematical means and standard deviations.

The 956 tabulated responses (128 remain untabulated) break down as follows: 118 freshmen, 111 sophomores, 60 juniors, 102 seniors, 94 special students, 66 faculty, 62 staff, 307 special borrowers, and 36 giving no identification. Of the faculty and students, 475 were full-time, 144 part-time. Faculty response was so low that categorization by teaching discipline is of little value; six responses in Psychology was the largest group, and 15 out of the 24 disciplines were represented by only one or no responses. Student response covered 27 "majors," and 11 fields had ten or more responses. Management Science led with 88 responses, followed by 50 for Life Science, 37 in Psychology, 19 in English, 17 in Communication, and 16 in Art. Finally, in response to a query regarding completion of a "library workbook," 175 students responded affirmatively, 308 negatively.

Overall, the results of the Survey show a positive image of the L/LC is held by the population studied. This can be seen in a study of 47 questions which rated the L/LC in positive-negative terms.[1] The mathematical mean for the total responses on these questions is 2.708 on the positive side of a scale of 1-7.[2] The means for the three major subgroups of the population are

[1] An "image index" was developed to provide a value for the total responses of any group or subgroup of the population. This differentiated the responses of the "positive-negative" questions from those of the "orientation" questions. It is simply the sum of the mathematical means of the responses to 47 selected questions divided by 47. It is not, strictly speaking, a mathematical mean of 47 mathematical means. All values for the "image index" will be underlined.

[2] Numerical values expressed throughout this report all relate to a scale of 1-7. On "positive-negative" questions, values lower than 4 are positive; higher than 4, negative. Values for "orientation" questions should be viewed as becoming more definite the greater their distance from the mid-point, 4. Thus, a mean response of 3.71 is more definitive than 4.09.

indicative of their general view of the L/LC; students, 2.84; faculty and staff, 2.63; and most positive, special borrowers, 2.51. Among all subgroups, the least positive response was given by the special students (3.08) and next to them were the juniors (2.99). The most positive response came from the special borrowers, and next to them were the staff and freshmen.

Any clear image of the University is not possible to construct, largely owing to the wide diversity of questions asked out of a total of only eleven, but it is fairly apparent that the special borrowers hold the most positive view and that the least positive view is held by the staff. The mathematical means for the entire population suggest that the University is perceived as mildly innovative, yet open to new teaching methods and planning for the future. It is seen as growing in spite of experiencing decreasing financial support.

To continue in detail with the perceived orientation of the University, one finds few surprises. In fact, the differing views of the separate population groups tend to even out the total response near the neutral center of the spectrum. The University is seen as somewhat more concerned with full-time students under 25 rather than older or part-time students or faculty. Further, it is seen as instruction-oriented (as opposed to research oriented), emphasizing arts and sciences with some orientation toward community needs.

Regarding the L/LC, the consensus is that it is student, rather than faculty, oriented, although its collection and services are slightly more research than instruction oriented, with a definitely more academic than recreational collection that favors print over non-print materials. It is seen as slightly more concerned with information storage than retrieval, but more interested in helping people than preserving materials. The students were the least positive about the physical aspects of the L/LC, rating it as less inviting, easy to use, comfortable, well-organized, attractive, well-designed than did the other subgroups.

Analyses of the data broken down by other demographic categories brings somewhat mixed results. As cited earlier, faculty returns were too few to allow for a meaningful study of their responses in a discipline-by-discipline breakdown. Student returns were sufficient, but in terms of priority, the results of an adequate analysis would not justify the effort required to perform the analysis. The full-time versus part-time division of faculty and students yielded little more than an easily imagined less positive view of the full timers who place more demands on the L/LC.

The completion of a library skills workbook altered the views of the students who responded to the questionnaire, but in some unexpected ways. The "image index" for students who completed a workbook was actually less positive than those who had not. One might cite among the causes for this the increased awareness, use, and expectations of the former group. If, for instance, the

workbook introduces a student to specialized periodical indexes and he subsequently uses them, he will discover the large number of periodicals to which the L/LC does not subscribe. However, the situation is more complex. The responses of freshmen and sophomores showed what could be described as a backlash effect with a less positive attitude shown by those who had completed a workbook than those who had not experienced this form of library instruction. However, whether attitude had changed and seniors finally saw the value in the exercise, or whether the presentation had merely been more successful (or less objectionable), they reversed the progression: those who had not completed a workbook were the less positive ones.

Written comments

Many respondents availed themselves of the space at the end of the questionnaire to comment on the L/LC, the University or the Survey itself. There were 110 favorable comments and 210 critical ones (most questionnaires had more than one comment). The major areas that received criticism were:

1. the noise level or the inability to find a quiet place to work,
2. limited hours of service,
3. insufficient information in the way of maps, posters, pamphlets, et cetera, to explain the layout of the L/LC and its services,
4. delayed shelving, and
5. collection inadequacies in many areas, especially fiction, psychology journals, music scores, et cetera.

ENVIRONMENTAL ANALYSIS REPORT

The purpose of the environmental analysis is to identify social, economic and technological trends in our society that could exert an influence over the development of the functions of the Library/Learning Center, and to determine what implications such trends will have for its operation now and in the predictable future. Although such external factors as state budgets, population and/or enrollment growth (or decline), social attitudes and technological advances have a major impact on academic institutions and their libraries, they cannot, to any appreciable extent, be controlled by the institution. However, an awareness of these trends helps immeasurably in improving long-range planning, and regular, periodic reviews of the changes in our general environment could bring continuing improvement to the operation of the L/LC.

In the first part of this report we will try to describe the prevailing atmosphere in which the University, and the L/LC, functions in terms of economic, technological, social and educational pressures, and what effect future developments in these areas could have. We will then go on to a discussion of the implications these factors could have for the L/LC, and how they can best be dealt with.

Economic factors

The University of Wisconsin System is funded by state revenues which are granted to a Central Administration which, in turn, allocates monies to the individual campuses. These allocations are based on FTE enrollment. The administration of each campus then budgets its allotted dollars to the various departments of the University, one of which is the L/LC.

Although the State of Wisconsin has traditionally favored higher education, and this year the state has a surplus of revenue, the University System faces a steady-state budget with, perhaps, a small increase for inflation. However, this increase will be small and slow, and is not expected to cover the rising costs of books, periodicals, software, equipment, et cetera.

Because UW-Parkside is a comparatively new campus, generous start-up funds were available for a time, but this source of money grew scarce about six years ago, and has since been completely exhausted. Grants and programs for students bring in some federal funds, and there are a few gifts and donations.

Certain developments in the national economy have created problems for the L/LC. For example, increases in the federal minimum wage laws will have a

strong negative impact on student hiring practices; inflation will affect the purchase of materials, equipment and services; rising salary scales for professional and classified (civil service) staff will strain already tight budgets. In addition, university policies such as a commitment to higher faculty salaries in some disciplines, conversion of ad hoc positions to full-time faculty, and a lack of capital replacement budget lines campus-wide result in fewer dollars for the operation and maintenance of the L/LC.

What the L/LC faces, then, in its economic future, is a steady-state budget with which to cope with increasing costs, a problem which could be further aggravated by a decline in student enrollment.

Technological factors

The enormous advances in computer and audio-visual technology have presented universities and their libraries with great opportunities and, at the same time, the difficult and expensive responsibility of utilizing this technology by developing programs and acquiring and servicing the equipment necessary to use them.

At present, the administration of the UW-Parkside uses the Computer Center for business operations and for student and university records. A Center for Computer Applications has been established which is involved with Computer Aided Instruction and is submitting proposals for and looking at new programs. The University administration feels there is great potential in computer-based education and computers are already in use in the Basic Skills Program, as well as in some English and mathematics courses. A Computer Science major is in the planning stage, and the administration is seeking grants to finance the development of joint projects between the University and the community which would use the computer hardware. Several self-paced courses have been recorded on video tape, both in Madison and on the UW-Parkside campus, and are being offered for credit. In addition, audio-visual aids can, and do, fill a great need in remedial teaching.

The L/LC relies on technology in several areas of its internal operation: most of the cataloging is done via OCLC (Ohio College Library Center); inter-library loans are processed and expedited with a TWX machine as well as the OCLC terminal; an increasing amount of print material is available in micro-form; and, finally, security against theft is provided by a technical system known as the Tattle-Tape Exit Detection System.

The Media Services Division of the L/LC, with faculty cooperation and participation, works to provide creative and innovative ways to assist faculty and students to use audio-visual aids for teaching and classroom assignments. In addition, it maintains a practical, economical system for delivering audio-visual equipment to classrooms campus-wide. This equipment must be serviced

and an inventory of spare parts must be accumulated and stored for easy access. Personnel (students, in most cases) must be trained and stations staffed to cope with unexpected break-downs as well as routine repair and replacement of parts.

Educational factors

In the last decade or more, there have been a number of sociological factors resulting in changes in the composition of UW-Parkside's student body and in the University's courses and programs. These factors have forced the University administration to begin exploring new and different methods of recruiting students and adapting its programs to satisfy their needs.

Present enrollment stands at an equivalent of 3,406 full-time students (FTE) and is expected to rise to 4,000 (FTE) by 1980, the limit set for the campus by the University System. At 4,000 FTE students, UW-Parkside will receive its maximum funding: it will receive no funds for students over the limit and will lose funds for any shortfall.

Population growth in the Racine/Kenosha area is expected to continue rising with fewer people in the 18-24 year age group and a larger percentage over 25. Since most of UW-Parkside's students live in Racine, Kenosha and Walworth counties, enrollment prospects are bright as the University continues to seek students over the age of 25. (Within ten years, 50% of the student body is expected to be in this age group.) In addition, the number of women and minority students is expected to grow. These three groups, normally part-time students, could raise the percentage of part-time students from 1/3 to 1/2, possibly increasing the student headcount to 6,000.

The increase in these groups (non-traditional students) is expected to result in an expansion of the curriculum. UW-Parkside now offers 27 majors in nine divisions. More job-related and enrichment courses (i.e., basic liberal arts) are anticipated, and the University hopes to see many of these new students enter a degree program. New programs in undergraduate and graduate degree programs and in continuing education are being developed.

Two graduate programs have been developed as well: a Master's degree in Administrative Science will begin in September 1978, and a proposal for a Master's degree in Public Service Administration will be submitted at the same time. In addition, two consortium Master's degrees, one in Industrial Relations and the other in Education, are being discussed with other universities in the state's urban corridor (campuses at Milwaukee, Oshkosh and Green Bay).

There are several new undergraduate programs in the planning or discussion stage: a Computer Science major, a Humanities interdisciplinary major, and

new majors in Social Science and Natural Science. However, new undergraduate majors are difficult to organize and staff because additional funds are not readily available and must come from within the University.

The Committee on Continuing Education is developing extensive programs consisting of a series of courses in areas of community interest such as Family and Life Cycle Development. Such programs could be very successful, partly because UW-Parkside's young faculty is less traditional and more eager to develop new programs.

In an attempt to attract more students, UW-Parkside is considering a cooperative effort with Gateway Technical Institute, a local two-year vocational and technical school, in which UW-Parkside would accept all transfer credits in certain programs (e.g., Engineering Technology, Communications, Business Management, and Medical Technology). Finding a mutually acceptable plan for credit transfers in liberal arts courses could be a problem.

In the Fall of 1977, the Collegiate Skills program required all students seeking degrees to demonstrate compentence in reading, writing, mathematics, and library use skills to insure that those students have basic skills at the level needed for success in college work. This requirement must be completed within the first 60 credits or, in the case of a transfer student with more than 60 credits, within the first 15 credits taken at UW-Parkside.

The Academic Skills program assists students with college level potential who lack knowledge in basic learning skills, including study habits, reading, English and mathematics. Students enter the program on the basis of the Collegiate Skills placement tests, referrals from advisors, counselors and faculty members, or their own initiative.

The University is addressing community needs through the development of centers, institutes and an Office of Community Education. Possibly three or four more institutes or centers could be developed within the next four years: the Center for the Application of Computers, the Center for Multicultural Studies, the Center for Teaching Excellence, and the Parkside Economic Education and Research Institute. These are not degree oriented but provide courses, workshops and research to help meet community needs. For example, the Center for Multicultural Studies is an interdisciplinary institute which offers courses, seminars, workshops and lectures on multicultural topics. The Center also participates in research and service projects with area ethnic groups, schools and other organizations. The new centers would have flexible programs with staff drawn from regular faculty.

Implications for the Library/Learning Center

Economic

Since costs have risen faster than budget increases, the L/LC must look for fresh new ways in which to offer and maintain its services without additional funds. In particular, new acquisitions will have to be made on a very selective basis; some of them will need to be purchased in less expensive format, such as microfilm and microfiche. Microform not only saves money in the original purchase, but is less costly to process, does not need to be bound, and uses very little space.

Savings can be effected by sharing resources with other institutions, and it will be necessary for the L/LC to investigate all such available possibilities. Interlibrary loan is an excellent source for sharing, and the state-wide Wisconsin Interlibrary Loan System (WILS) is now being used heavily.

The hard truth, though, is that in addition to these and other money-saving tactics, the L/LC will almost certainly be faced with the necessity of purchasing fewer books, less audio-visual software, cutting back on the number of journal subscriptions ordered, and possibly even curtailing some services.

Since the solution to a great many of the problems facing universities and their libraries lies in additional funding, they must seek ways of getting more money. The major source of outside funding will continue to come from financial aid for students in the form of work-study money and loans; however, the L/LC will need to investigate the feasibility of user fees, fund-raising projects and gift donations. Also, since new programs are not expected to bring new money with them, funds already allocated to the L/LC will need to be shifted from present uses and programs to the new programs if they require additions to the present collection.

Technological

In order to avail itself of the advantages offered by a greater use of technology, the L/LC will need to develop the capacity to assist faculty in producing self-paced courses and other audio-visual teaching aids. As instructional technology is improved, the L/LC must supply more audio-visual materials and equipment to its users.

While purchasing print materials in microform saves money in the original purchase, it creates the additional problem of securing capital funds for the acquisition and maintenance of microform readers and printers. Circulation services could be vastly improved by the installation of a sophisticated automated check-out system, but here too the problem becomes one of finding funds for a major capital investment.

Finally, mechanical problems generated by the use of sensitive, intricate machinery could be reduced in number and severity with the development of a long-range buying plan that would standardize equipment as much as possible, and allow for interchangeability of parts. Any steps the L/LC can take to reduce the frustration and irritation caused by malfunctioning machines (a problem not restricted to libraries!) would increase good will and contribute to a more positive attitude toward the L/LC on the part of all its patrons.

Educational

With a growing number of students, the L/LC will have to meet greater demands. Since the University is expecting larger numbers of non-traditional students within its increasing enrollment, and if, as expected, these students attend more evening classes, services such as reference and circulation will need to be expanded. L/LC hours may need to be adjusted to accommodate these needs.

With the implementation of the Collegiate Skills requirement, the L/LC instruction program will need to expand into evening classes, and as students become familiar with available resources in the L/LC, reference services will need to grow with them. Additional directions and guides for students may be needed to help them locate and use L/LC services and facilities.

More job-related, enrichment, and community interest courses will require changes in the L/LC's collection, as will the development of new programs, at both the graduate and undergraduate level. These courses and programs will require a strong collection of books and journals.

With the increase in non-traditional students, demand for popular reading materials could increase. And, if these non-traditional students show an interest in self-paced instruction, additional software and equipment will also be needed.

The University and the L/LC are committed to serving the community, and these services need to be continued. At the present time, the L/LC has a large number of community borrowers. If community use continues at its present level, the L/LC will have to reassess its success in providing that service.

GOALS AND OBJECTIVES

As the final analysis in Phase I, the Study Team examined the goals and objectives of the Library/Learning Center and its divisions through a process of interviews, examination of documents, a survey, and extensive discussion. The entire hierarchy of mission-goals-objectives for the University, the L/LC and its divisions was to be tested for format, consistency, acceptance, ranking and other qualitative values with an aim to providing specific recommendations toward improvement. Needless to say, as with many other libraries, the UW-Parkside L/LC has come only part of the way toward developing this complete hierarchy, but enough positive steps have been taken to lay adequate groundwork for completion.

To determine first what the objectives of the L/LC were perceived to be and how effective the L/LC was considered to be in following them, a survey was devised by the team (Appendix D). This was distributed to all regular staff of the L/LC. Further, an abbreviated form was used to survey nine faculty members who were chairmen of academic divisions or coordinators of disciplines. Finally, the Director of the L/LC was polled separately in an interview.

From the total of 33 responses a number of points can be made (see Appendix E for extended report of results):

1. Computed mathematical means of the responses of the L/LC staff and those of the faculty can show how each group ranks the listed L/LC objectives in terms of what their priority should be and what it is. There was a relatively high degree of correspondence between the staff's top seven and those of the faculty and the Director.

2. The faculty placed a high level of importance on the acquisition of a collection of print materials for research; L/LC staff and Director did not.

3. The staff felt that insufficient importance was placed on objectives that were staff-related, i.e., staff development, performance review, et cetera.

4. All felt that the only objective that was over-emphasized was provision of materials and services for the community.

5. By about a 3:1 margin, the staff felt that there were written goals and objectives for the L/LC and the divisions, but only one-half supposed that they were adhered to in programming and budgeting.

The "Mission Statement," "Goals," and "Objectives" of the L/LC

A major part of this analysis was a review of actual written documents which were brought together for the first time by the Study Team. These various statements were scrutinized for their adherence to a set of criteria that established form and content of appropriate goals and objectives statements.[1]

Since the "Mission Statement" (Appendix F) and the "Goals and Objectives" (Appendix G) of the L/LC were developed and written in Fall, 1973, they did not cover the University Archives/Area Research Center and the Learning Center which were still separate from the Library. With this exception, the "Mission Statement" fairly accurately describes, in the broadest sense, the activities of the L/LC and its mission in the University, and places a priority order on each of the four parts.

Besides the deficiencies noted above, the "Goals" of the L/LC neglect the L/LC administrative area, community outreach, and building and space utilization. While they are internally consistent, they do not relate externally to the mission of the University: all of the focus is on L/LC operations. Further, the goals were developed to describe existing conditions and activities rather than set priorities for future action and lack provisions for monitoring and review. It was felt that in many respects they are well written, appropriate to the level of activity and institutional setting and are sufficiently detailed and specific for the areas covered. Yet, since the goals have not been completed nor distributed, implemented or reviewed, they cannot be considered as the important part of the L/LC's planning and organizing process that they should be.

The "Objectives" of the L/LC are inadequate in much the same way. The statements, existing in no more than draft form, largely appear to be attempts to flesh out, in greater or lesser detail, most of the 35 goals cited above. The results, while in many cases quite detailed and specific, lack important formal requirements to be considered good objectives. In particular, they are seldom measurable or challenging. They are certainly attainable in that they merely describe existing operations rather than targets for achievement. In this incomplete and imperfect form, the "Objectives" would actually have served little purpose if they had been distributed and made part of the L/LC's operational guidelines. Improvement could not be achieved without extensive

[1] Because some of the Study Team had previously worked with goals and objectives in this way, goals were considered to be the broader "statements of long-range intent," and objectives the "shorter-range, more specific."

rewriting to meet the formal requirements, achieve comprehensiveness, and change the orientation from a focus on present operations to a guide for progress. This will require a broader base of participation in both the writing and review states.

Divisional goals and objectives

Some form of goals exists for each of the divisions except the UA/ARC, but none of the sets of goals is comprehensive for any area. The Public Services Division goals cover all but circulation, which has only recently been added to the Division. Goals for the Cataloging Unit are written for the Technical Services Division. The Media Services Division goals are certainly the nearest to completion. In no case have priorities been set, nor have review procedures been established. In the absence of clear and broadly accepted L/LC goals and objectives, it does not appear startling that goals at this level remain in an undeveloped state.

Even less developed are the divisional objectives which appear to have been tackled only by the Media Services and Public Services Divisions. Neither statement establishes time requirements and only the instruction objectives of the Public Services Division state the objectives in measurable terms, describing not merely what is done, but what should be done.

Recommendations

1. The L/LC's mission statement, goals and objectives should reflect its responsibility to:

   a. maintain and develop its collection of print, non-print and archival materials;

   b. provide a comprehensive information service;

   c. provide a full range of user education programs; and

   d. provide instructional support through the development of non-print materials.

2. The L/LC's mission statement, goals and objectives should reflect its responsibility to develop and maintain communication links with the University administration, faculty, students and community.

3. The L/LC should establish a complete hierarchy of goals and objectives which would range from a statement of broad intent, to overall objectives which would give guidance in priority setting and budget allocation, to divisional objectives and activities which have explicit in them means for measuring progress toward achievement.

4. A regular, formal procedure should exist for the establishment of new goals and objectives when needed, and for the review of existing ones in the light of emerging needs or trends and the changing resources and skills of the L/LC within the context of the University and the wider community which the L/LC serves.

5. All divisions of the L/LC should be involved in the process of setting and acting on library-wide goals, objectives and activities and should participate in the trade-offs necessary for their achievement.

6. In setting divisional objectives and activities, the entire staff of the respective divisions must be involved to make certain that every aspect of the operation is represented and to build as much support as possible for the activities identified in the process.

7. All the goals and objectives set at all levels should contribute to the basic purpose of the L/LC and the University.

8. The Director should name a Task Force on L/LC Goals and Objectives by October 1, 1978. The Task Force, guided by the above recommendations, will be charged with overall responsibility for the development of the complete hierarchy of goals and objectives for the L/LC to be completed by September 1, 1979. The Task Force will study the documents assembled for this report as well as all other pertinent documentation provided by the ALDP study.

Task Force Reports

MANAGEMENT SYSTEMS TASK FORCE

Introduction

The Management Systems Task Force addressed the areas of budgeting, planning, policymaking and communications. Some matters taken under consideration were: how management deals with these areas now, whether they are acceptable to the staff and if not, how can they be improved. The Study Team, through surveys and interviews in the initial stage, raised questions which seemed to be of concern to the staff regarding each area. These questions were addressed to the Task Force in a written charge.

In conducting the study, an attempt was made to interview cross sections of the staff, rather than large numbers (mainly due to time constraints), in order to get a good perception of how they feel the Library/Learning Center's (L/LC) planning, policymaking, budgeting and communications functions are being carried out. Much data had already been assembled through surveys conducted in the intial stage of the study, which could be used as information sources.

The Task Force as a whole conducted an extensive interview with the Director in an attempt to obtain thorough knowledge of the administrative management systems at present. The Library Services Assistant was also interviewed in regard to office procedures specifically related to the budget, though she was a member of the Task Force itself and a source of reference in many areas. The Executive Assistant to the Chancellor of the University was a member of the Task Force and, as such, was informed in many areas dealing with the University administration.

Interviews were then conducted with division heads as well as academic and classified staff to accumulate data on the general staff's perception of specific areas needing improvement. Though the Task Force inadvertently neglected the Media Services area, perceiving it as being in a state of flux and assuming it to be obviously uninformed in many areas, there was still a great need to obtain data from the staff in that area. A "brainstorming" session was set up with their staff in hopes of rectifying the lack of input.

Several University offices were contacted and interviewed in order to obtain a general impression of the efficiency and accuracy of the L/LC's transactions with the Business Office.

Undoubtedly, there is staff the Task Force should have formally interviewed but couldn't due to the lack of time. Hopefully, their concerns have been expressed through other data gathering. The Task Force, however, did feel that since its membership represented an acceptable cross section of the staff, their opinions quite accurately reflected those of the L/LC staff.

A communication survey was distributed in the final stage of the Task Force's charge in an attempt to gather data on how and where individuals, divisons, and the library staff as a whole, view the communication problems that exist and what can be done to improve them.

The results of the study indicate that the staff feels their input is already regarded in certain instances but that they would like to play a greater role in the decision-making process. It was also felt that divisions need to become more independent and responsible, and functions of the Administrative Office needed to be better distributed among the divisions. Staff indicated, in many instances, a need for a better system of communication. And, overall, there seems to be a greater need for the formalization of management systems. The L/LC's system of planning, budgeting, and policymaking have been adequate but should be improved to include more staff participation.

Nature of university planning

General university planning operates within the broad framework of relevant state legislation and Central Administration directives as well as various policy directives from state and federal agencies. More specifically, planning is an ongoing feature of university administration through two basic procedures: (1) academic planning, and (2) budget building. The former has always existed under one guise or another, and the best single source on recent planning is embodied in the report and recommendations of the Task Force on Academic Plan Reform (the Committee of Principals) which involved over one third of the faculty and a substantial number of administrators, staff members, and students in an intensive self-study during the 1975/76 academic year. The major provisions of those recommendations were adopted by the Faculty Senate in that same year, and that document, along with the mission statement of the University, form the context for planning. One important continuing planning component resulting from the faculty legislation is the Academic Planning and Program Review Committee, composed of faculty, administrators, and students, charged with regularly reviewing present and planned academic programs. Details of the Committee's work are available through the printed minutes of the regular meeting and through the 1977 Legislative Audit Bureau's report on UW-Parkside.

While academic planning sets the framework for the entire university, it is insufficient to guarantee coordination among all units on campus. This articulation is accomplished through the budget building process, especially the biennial budget preparation. The method of preparing that budget has varied widely, but the present procedure is for the Vice and Assistant Chancellors individually to prepare their budgets after consultation with divisional chairs or directors. While it can be assumed that preparation of the budget request will involve staff at these levels in varying degrees

of planning, the process requires only minimal documentation which takes the form of justifications for new positions or dollars.

Finally, aside from these formalized procedures, the Administrative Council--composed of the Chancellor, his Executive Assistant, the Vice Chancellor and his Assistant, and the two Assistant Chancellors--meets weekly to address, among other things, both long and short-range planning as the issues arise.

The state of planning in the L/LC

Regular long-range planning is not presently conducted by the L/LC administration. With the exception of annual budget preparation which requires only a certain amount of planning there is no regular planning required by the University administration. Library planning is conducted, however, on an irregular basis as required by changing conditions--departing personnel, budget cuts, new programs, necessary collection moves, etc. A major portion of this planning takes place within the currently infrequent meetings of the division heads. These meetings are by no means devoted to planning exclusively, being a major forum of communication and joint problem solving for the division heads and the Director.

The planning process is similarly informal and suited largely to meeting the problem at hand. This informality does not indicate any lack of commitment to organized change. Frequently, needs or problems are brought forward by various members of the staff for the Director's consideration. Customarily, however, it is he who spots a potential problem or advantage to be gained by a change and alerts a division head to look into the matter and report with a plan. Thus, much planning takes place between the Director and a concerned division head. Where more than one division may be affected, the planning may be conducted within or without the forum of the division heads meeting depending on time constraints, delicacy of the matter or number of divisions involved. To date, this procedure has proved to be effective.

Within the divisions, there is generally no regularized planning, with the exception of the Public Services Division. In this division, the process of an annual review of goals and objectives results in a certain degree of planning as a by-product. Specifically, the most notable area of long-range planning in Public Services is preparing for the expanding bibliographic instruction program. The other divisions plan largely to meet short-term goals, and, overall, little attention is paid to coordinated planning between the divisions.

Considerable planning effort has been expanded over the past couple of years in order to acquire outside funding in the form of grants. With increasing skill at project definition and proposal writing has come a veritable flood of funded projects. In the nine months from May 1977 to February 1978, over $150,000 has been acquired to add twelve positions to the staff and to proceed

on eight special projects in Archives, Public Services and Technical Services. The real key to this success has been planning: the Director and division heads have been able to develop and keep on hand a series of projects which are ready for development when an appropriate funding source can be located.

The experience of recent months has shown, however, that truly effective special project planning cannot come about without extensive consultation with all levels of staff. This becomes all the more important when project personnel must be trained and assimilated into existing social and physical configurations. The projects themselves must somehow be promoted to the staff at large to ensure that the staff accept the prioritization assigned the project and make the necessary adjustments in their day-to-day operations. Finally, of course, the broadest participation of the staff in the planning process will allow all the diverse expertise to be utilized and further guarantee the success of the project.

The staff's overall perception of their role in the planning process varies from division to division. All express a sincere desire to be included to a greater extent in the organizational planning of the L/LC. A main concern of staff members revolves around the fact that the mechanics of the present planning process are not fully understood, resulting in many of the staff members not being aware of the role they actually play in the decision-making process. With broader staff participation, many feel the benefits to be reaped are plentiful, among them:

1. improved quality and type of information available for the planning process;

2. a higher degree of acceptance and cooperation on the part of the staff;

3. a higher degree of commitment on the part of the staff to implement the plan successfully; and

4. a more favorable attitude towards the decisions resulting from the ongoing plans.

What appears to be lacking throughout the L/LC in planning is the following:

1. a program for regularized long-range planning at any level;

2. a program for regularized short-range planning at any level;

3. a program of communication that both gathers information for the planning process and disseminates the results of the process; and

4. coordinated planning among the divisions.

What must be recognized about L/LC planning even in its previous and current state of informality is its overall effectiveness. The high degree of recognition accorded the L/LC from national levels on down to the campus level, could not have been achieved without planning of some sort. Both directors have been planners -- creators of their own destinies -- and not merely passive reactors to campus crises or national trends. Both also placed heavy responsibilities on their division heads to come to the forefront in planning for change. UW-Parkside is certainly a recognized leader in library activities throughout the state only because of innovative planning and its dedicated staff.

Recommendations.

1. The activities and functions of the former division heads meeting need to be more formalized, and their operation as a kind of administrative or executive council needs to be recognized and better utilized. Therefore, it is recommended that:

   a. a Library Administrative Committee (LAC) be named and recognized to consist of the Director, the Assistant Director and the four division heads of the L/LC;

   b. meetings be convened bi-weekly by the Director. The Assistant Director will assemble and distribute an agenda 24 hours prior to the meeting.

   c. action minutes be taken of all meetings. An official copy will go into the files and a copy shall be circulated to the L/LC staff within a week of the meeting;

   d. the LAC advise the Director on all L/LC planning, budgeting and policy issues;

   e. the agendas of this body regularly include:

      1) Budget status reports
      2) Staffing status reports
      3) Special project status reports
      4) Divisional planning reports
      5) Reports on University activities that impact on the L/LC

2. the Director, in conjunction with the LAC, develop a planning process that addresses the four principal planning areas: program, personnel, facilities, and resources. The process might be as follows:

   a. Director formulates a calendar, placing in order annually recurring planning issues (i.e., budget requests, summer activities, levels of student staffing, et cetera), assigning target dates for those

issues to be resolved, and the plans reviewed. For example:

	Start	Completion
Budget planning	November 1	January 31
Student budget	November 1	August 31
Summer activities	April 2	April 30
Semester plan (hours, activities, special projects, et cetera)	(July 1 (December 15	(August 31 (January 1

b. Director initiates planning on a scheduled issue via memo to the division heads, listing the nature of input needed and date to be discussed.

c. Division heads consult with their staffs.

d. Division heads bring staff input to special LAC meeting.

e. Plan is developed and communicated to the L/LC staff via the general staff meeting and/or memorandum.

3. planning issues be a regular part of the agendas of the divisional and full staff meetings.

Budget

The University of Wisconsin-Parkside, as part of the state-wide university system, is funded by the state legislature which passes on the Governor's budget proposal for each state agency. The chancellor of each campus, following university system guidelines, has responsibility for the preparation of the biennial budget. Within the established guidelines, the method of preparation may vary from campus to campus.

The present procedure at UW-Parkside is for the vice and assistant chancellors individually to prepare their budgets after consultation with divisional chairs or directors. The degree and format of such consultation is at the discretion of the line officer. The Assistant Chancellor for Administration and Fiscal Affairs reviews the budgets with the appropriate line officers, to insure adherence to university guidelines.

Following this review, each budget is presented to the Administrative Council (composed of the chancellor, his executive assistant, the vice chancellor and his assistants and the two assistant chancellors) for their consideration and review. After discussion and modification, an integrated budget is then approved by the chancellor who has final responsibility for all planning on the campus.

The Director of the L/LC has responsibility for preparing the budget request which goes to the Assistant Chancellor for Educational Services. The L/LC's budget is the largest in the area of Educational Services, and the Director must justify the budget and the activities of each division of the L/LC, which competes for funds with other important activities within Educational Services.

There is no formalized procedure for the internal preparation of the L/LC budget. After the Director receives the initial notification to submit budget requests, he meets with the four division heads, either collectively or separately (as time allows), to discuss new positions, new programs, capital expenses, and supplies expenses. The responsibility of division heads in the budget preparation process is not clearly delineated. Although division heads have adequate responsibility for the administration of the finalized budgets in their respective areas, their involvement in the annual budget preparation is minimal. The L/LC Faculty Advisory Committee, while not involved in the preparation of the budget, does discuss the budget with the Director and supplies its endorsement.

Since the time between the initial notification and the deadline for submitting budget requests is limited, it is important that the L/LC establish and include a formalized process for budgetary consultation in its planning structure. This practice would make the budget a helpful tool in both short- and long-range planning. By instituting a more regularized procedure for the submission of budget requests by division heads to the Director, the nature of input would be clearly understood by all and would be consistent from division to division. The division heads would appreciate being more directly involved in the L/LC budgeting process. Their inter-divisional participation in the L/LC budget preparation would provide an opportunity to show specific needs and to justify these needs.

The entire L/LC staff would like to be more informed about the budget and the budget process. The L/LC operated for several years with a full-time accountant. In the fall of 1976, the accountant was transferred to another administrative area and the Director's Administrative Secretary I was upgraded to a Library Services Assistant in the belief that she would take over part of the accountant's responsibilities. There is evidence that these responsibilities have not been assumed. Moreover, there appears to be even more evidence that what the rest of the L/LC staff expects of the Library Services Assistant does not agree with that position's job description.

Concerns repeated again and again include the difficulty in getting adequate information for ordering supplies from General Stores in Madison, purchasing items not available from Stores, coding requisitions, and preparing various other forms. Although the Director has issued a procedures statement covering requisitions and has routed various Business Office directives to the staff, handling requisitions, purchase orders, travel requests, et cetera, still presents a concern to many of the staff who prepare and process them.

These forms are channeled through the L/LC Administrative Office, yet there is an apparent lack of information available from that office, and a lack of coordination by that office.

L/LC staff members are quite capable of handling routine business procedures relevant to each of their positions. Division heads can become more actively involved by insuring that their staffs are trained and by providing recourse when problems arise. Personnel in the Business Services Office of the University understand that they have a duty to help the operating units on campus work with the system. They are willing to conduct review sessions for those who work with various purchasing and accounting activities. What is needed is one central person in the L/LC who has responsibility for continuing in-service training and who will act as coordinator and facilitator.

The Director, early in the ALDP study, attempted to deal specifically with the Supplies and Expenses budget during a budget meeting with the L/LC staff. However, still unanswered is the question of how much responsibility each division can assume in the budgeting, handling, and processing of certain select supplies and expenses items. By decentralizing the total Supplies and Expenses budget, and by requiring the division heads to submit a request at the beginning of the fiscal year for such items as duplicating, bindery, special purchases (equipment, bulbs, film processing), and office supplies not purchased from General Stores in Madison, the division heads could better establish priorities for their individual needs. They would also be more accountable for spending the supplies and expenses money in a reasonable way.

The internal accounting procedures of the L/LC are adequate. The Director has immediate access to information on the amount of money spent on requisitions from the ledger kept in the Administrative Office. The purchase order system for books is different from the requisition system, and the record keeping for book purchases appears to be sound and efficient, as is the record keeping for serials' purchases. The Director and division heads are provided computer printouts showing the status of staff and student salaries, thus enabling them to maintain adequate control of those expenditures.

Recommendations.

1. In order to provide a means of keeping L/LC personnel current on various purchasing and accounting procedures, it is recommended that the Business Services Office be requested to conduct an in-service training program each July.

2. While the Business Services Office considers the L/LC purchasing procedures to be efficient, the L/LC staff feels uninformed and uncoordinated in their area. It is recommended that the Director and/or his designee initially convene and run a library-wide training program (workshop). The division heads, division secretaries and the Administrative Office staff shall meet regularly in a workshop each January and September to discuss internal procedures and resolve problems.

3. While a centralized Supplies and Expenses budget may facilitate record keeping and storage, more control of expenditures can be gained by decentralizing certain areas of supplies and expenses spending. It is recommended that division heads be required to submit a request at the beginning of each fiscal year for certain supplies and expenses items peculiar to their divisions (duplicating, bindery, special purchases, and office supplies not purchased from General Stores). The division heads shall also be responsible for keeping budget records, receiving and unpacking items, and following up on delivery and payment.

4. In order to clarify responsibilities of staff members and to maintain a smooth flow of work within divisions and between divisions, it is recommended that the roles and responsibilities of division heads, division secretaries, and the Administrative Office staff regarding the budgeting, purchasing, and accounting procedures of the L/LC be defined as follows:

   a. Division heads should:

      1) furnish and justify specific budget requests to the Administrative Committee during the L/LC budget preparation process;

      2) establish procedures for accounting within each division;

      3) control the spending pattern within each division;

      4) assume responsibility for selective Supplies and Expenses budgeting, spending, and accounting within each division;

      5) assist staff by supplying information and arranging for training; and

      6) resolve problems referred by staff.

   b. Division secretaries should:

      1) attend periodic workshops and in-service training sessions;

      2) collect division needs from staff;

      3) research data for requisitions;

      4) type requisitions and other forms;

      5) maintain accounting records;

      6) receive and unpack items;

      7) follow up on delivery dates and payment of items; and

      8) refer problems to division head.

c. Administrative Office staff should:

1) keep L/LC accounting records;

2) serve as liaison between divisions and the Business Services Office;

3) maintain budget procedures manual;

4) keep divisions informed of changes in procedures; and

5) provide each division with a copy of the latest General Stores book.

Policymaking

Policymaking process of the Library/Learning Center.

There is no formal mechanism for involving staff in L/LC policymaking. While policy has occasionally been developed through meetings of the Director and the division heads with minimal input from the staff, all of the staff would like to be more involved.

Because of the peculiar nature of the functions, history and location of the Media Services Division, special attention needs to be paid to integrating it into the policymaking process. Policy development in this area requires not only the input of the division head, but also the entire professional staff of that area because of the wide range and technical nature of their duties. In the past the Media Services Division has frequently been consulted after-the-fact in policymaking; for example, the Media Services Handbook draft which has insufficient input from the staff.

As the need arises, special committees are formed to outline policies in such matters as student wages, updating student classifications, and reimbursement to the staff for career-related courses. The Director appoints the committee members with due regard for participation by staff members with varied viewpoints and special interest in the subject matter.

The L/LC Faculty Advisory Committee is an established University committee which acts essentially as an advisory committee to, rather than a policymaking committee of, the L/LC. The Committee is kept informed by the Director in budgeting and internal matters, and in some instances helps to develop and approve policies related specifically to faculty matters, such as policy for assignment of carrels to faculty, policy on faculty overdue fines and lost books, and procedures for evaluation of the periodicals collection by faculty. The Committee is composed of faculty and student representatives and the Director. Its chairperson is elected by the members of the Committee, who suggest agenda items for the open, regularly scheduled meetings. L/LC staff, particularly division heads, have participated in these meetings.

Nature of Library/Learning Center policies.

The L/LC is guided by the following official codes and personnel rules and regulations: the Wisconsin Administrative Code Rules of Director, Bureau of Personnel, and Rules of Board of Regents of the University of Wisconsin System; the Agreement between AFSCME Council 24 Wisconsin State Employees Union, AFL-CIO and its appropriate affiliated locals and State of Wisconsin and its Agencies; the UW-Parkside Academic Staff Personnel Policies and Procedures; and the UW-Parkside Handbooks for Regular Student Employment and College Work Study Employment.

The absence of a written comprehensive collection policy has not been seen as a major problem due to the early organized collection-building objectives of the L/LC. The support of an undergraduate curriculum organized along fairly traditional lines has been comparatively easy to achieve through the use of standard bibliographies, and the support of faculty research has been on a first-come, first-served basis. The University Archives/Area Research Center has a more structured approach; there is a standard concept of archival material to guide in the collection of University archives, and the ARC of the L/LC follows the guidelines set by the State Historical Society of Wisconsin, of which it is a branch. Two collection areas of the L/LC, however, require written policies: the serials collection because of its ever-increasing demand on the budget, and the non-print collection because of its variety of costly and fragile materials.

Recommendations.

1. Since it has been difficult for the L/LC staff to keep up to date on all policies, it is recommended that a loose-leaf notebook of general L/LC policies and procedures, as well as related University policies, be maintained in each division and in the Director's office. The Administrative Committee should review all existing policies and make them available to the divisions.

2. In an attempt to increase staff input into policymaking, it is recommended that agenda items with policy implications be brought up at two Administrative Committee meetings before a policy is issued.

3. In order to collate policies and procedures of all divisions of the L/LC, it is recommended that each division prepare a draft of all policies and procedures pertaining to the operations of its area.

4. In order to establish uniform policies and procedures for the L/LC, it is recommended that a staff meeting be devoted to policies and procedures in general, and that the meeting specifically cover:

   a. the structure and content of the new (draft) policy manual,

   b. updating of policies and procedures,

c. discussion and status of divisional policies and procedures manual, and

d. questions and suggestions submitted by staff.

5. In order to establish policy for the Media Services Division, it is recommended that the Director seek guidance from the University Administration on the direction of the Media Services Division and convey this information to the L/LC staff, and that a draft of a manual outlining the services to be implemented by the Media Services be developed no later than December 1978.

Communications

Presently the L/LC seems to be operating under an effective system whereby informal and formal modes of communication are used to supplement each other. However, greater emphasis is placed on the informal means of communication by the L/LC administration with formal communication used simply to confirm or expand what has already been communicated to the staff informally. The de-emphasis on formal communication seems to allow for a more open structure and allow room for groups to form and operate. In an organization this size, it enhances the opportunity for communication to take place at all levels and for information to flow in all directions. Information is transmitted in the L/LC on a regular basis in the following ways:

1. General staff meetings (monthly).

2. Divisional staff meetings (weekly, bi-weekly).

3. L/LC committees.

4. Routing division staff meeting minutes.

5. Routing memoranda.

The overall communication situation in the L/LC seems to reflect a very open system whereby staff are encouraged to communicate directly with each other regardless of their position in the hierarchy.

Communications survey.

The Management Systems Task Force, in its efforts to gather data regarding the adequacy of the flow of communications in the L/LC, administered a survey to staff to identify hindrances within the present system (see Appendix H). The results of the survey did unveil certain problems in the communication flow and revealed several concerns that the staff had about the need for better communication. An analysis of the data gathered disclosed the following areas of concern in regard to communication:

1. Staff members indicated that the flow of information between divisions is the least adequate. While this problem manifests itself in a certain lack of coordination, it cannot be considered a great hindrance to operations. Suggestions for improvement (e.g., newsletters, more reports of meetings, more minutes of divisional meetings circulated), demonstrate the ease with which it may be improved.

2. While the information flow from the Director's Office to the staff was rated as more adequate than that between divisions, it can be seen as an area of concern. In particular, the role and attitude of the Library Services Assistant were singled out as problem areas. Staff members perceive the appropriate role of this position to act as a facilitator. The incumbent seems to operate more as a Director's personal secretary, and feels a need to protect him from the rest of the staff. Comments described an attitude that was "too busy," unresponsive, uncooperative and defensive. Furthermore, in the Director's frequent absence, the Assistant Director or the officer in charge was made to feel that certain information was not available. Many of the problems in this area stem from the conflict created by combining the dual roles of Library Services Assistant and secretary to the Director into one position.

3. The information flow to the Director's Office from the staff ranked third as a problem area. In particular, the physical remoteness of the Director's Office, and the Director's frequent absences were seen as major contributors to this situation. Staff members would like to have more contact with the Director either in groups or singly.

4. Staff members feel that communication flow between them and their division heads could be improved. Specifically, greater availability of the division head, individual meetings with staff, and more frequent divisional meetings were cited as ways to improve conditions.

5. The flow of information between the L/LC and the University administration seems adequate as perceived by the staff, but staff members feel they could be more informed about the operations of the University.

Recommendations.

1. The use of the staff bulletin should be reinforced as a means of increasing the flow of information between divisions. It is recommended that:

   a. a bulletin board be used to post division meeting minutes, announcements, and other memoranda for members of the staff;

   b. one board for all divisions be placed in a more visible and centrally located area, e.g., the wall between the Technical Services and Public Services Division, next to the interlibrary loan cabinet.

2. An attempt should be made by the Director to meet with staff more often; therefore it is recommended that:

   a. he attend division staff meetings periodically;

   b. he meet occasionally with academic staff, classified staff, and student employees as separate groups.

3. As a means of improving communication flow with the University Administration, members of the Administrative Council (e.g., Assistant Chancellor O. Clayton Johnson, Chancellor Alan E. Guskin) and other appropriate personnel, should be invited to attend L/LC general staff meetings.

4. It is recommended that sixty minutes of the monthly staff meetings of October, December, February, April and June should be devoted to a presentation of functions and new developments of individual divisions. Each division should be responsible for developing an interesting and stimulating program.

5. It is recommended that the Director try to ensure that all divisions are adequately represented in such working groups as committees, task forces, search and screen committees, et cetera.

6. Due to the interest expressed in the suggestion box, it is recommended that this form of communication be continued after the ALDP study is completed. To ensure its availability to staff and, particularly, to student employees, it should be relocated next to the interlibrary loan cabinet in the Public Services Division area. The following form is recommended:

   A problem I see in the L/LC is: _____

   _____

   Therefore, I suggest: _____

   _____

   _____

   Name (optional): _____

   Reading and responding to suggestions should be a regular part of the agenda of the monthly staff meetings. The Director or his designee should be responsible for maintaining the suggestion box.

7. Due to the many constructive ideas generated by the idea exchange and staff enthusiasm for this form of input, it is recommended that an annual idea exchange be convened by the Director or his designee in January of each year. These meetings should include participation by all staff members. A student idea exchange should also be conducted at this time in such a way as to facilitate free discussion.

8. It is recommended that in the absence of the Director, the Assistant Director or officer in charge should be responsible for incoming communications which need to be disseminated to the staff. No communications that should be distributed from the Director's Office should be delayed.

9. Because the functions and roles of the Library Services Assistant, as they affect the L/LC communications process, need to be clearly defined and/or clarified for the person in the position and for the entire staff, it is recommended that the Administrative Committee should develop and circulate a statement to this effect.

10. It should be made clear to both the division heads and the Library Services Assistant what information the division heads should have access to, whether or not the Director is available. Therefore, it is recommended that in cases where the information is not immediately available, the Library Services Assistant should be responsible for locating and communicating that information in a timely fashion.

HUMAN RESOURCES TASK FORCE

Introduction

The Task Force on Human Resources was charged with gathering data on existing conditions, analyzing it, and making recommendations on the following areas: organizational structure, staffing patterns, staff development, employee evaluation, and leadership and supervision. The Task Force members used four methods to generate data. First, all Library/Learning Center documents relating to human resources were collected. These included job descriptions, operational policies and procedures, personnel policies and procedures prescribed by the University and the State of Wisconsin, and organizational charts.

Second, the Task Force distributed a "Human Resources Questionnaire" to all members of the staff. For the most part, the return of the questionnaires was very good and the data generated served to guide the Task Force members in further data gathering and pointed to areas which needed further study. (See Appendix I.)

The third method used for data generation was a student "idea exchange." Three sessions were held in conjunction with the ALDP Study Team. Students selected the time which was most convenient and were paid for their time spent in the sessions. While only nineteen students participated, many valuable insights were gathered from this source; however, since only one Media Services Division student participated in the idea exchanges, a special session was held later for these students.

The primary method used by the Task Force to generate data was the individual staff interview. The entire administrative staff of the L/LC (Director, Assistant Director and division heads) was interviewed extensively. Every staff member in the Technical Services Division was interviewed, since the Human Resources Questionnaire indicated a great deal of discontent among the staff. Selected members of other divisions were also interviewed to be sure that all of the big problem areas were covered.

Throughout the data gathering process, all staff members were very cooperative. They gave a great deal of time and offered a number of useful suggestions. Problems were discussed in the context of how to improve, not who was to blame.

While the following sections of this report focus primarily on the weaknesses or problem areas of the L/LC, the reader should keep in mind that the L/LC has many strengths. The staff is extremely competent, innovative, flexible,

and dedicated. In the face of tremendous budget reductions, the staff members have managed to maintain high levels of service, both in processing materials for the collection and in providing assistance to faculty and students. That some problems have resulted from the uncertainty and changes of the last five years is only to be expected.

A great deal of credit should go to the Director and division heads for maintaining maximum efficiency while adjusting to a diminishing budget and a reduced staff structure of the L/LC.

Organization

Introduction.

Organization should be a structure that provides a system through which people can perform assigned activities that contribute to the goals, objectives, and programs of the organization. This is not an easy structure to develop. The organizational structure must provide an activity-authority environment in which people can work. It should provide for the identification and grouping of similar or related activities necessary for achieving the organization's goals and objectives; it must permit the assignment of these activities to appropriate units of the emerging organization. It should also provide for the coordination of activities under a director and the delegation of authority and responsibility necessary for the director to carry out the assigned activities.

The mod , up-to-date organizational structure will provide an environment that encourages easy communication between organizational units so that everyone understands the function and purpose of all units within the structure, and so that any obstacle to performance, be it organizational or personal, can be removed.

The organizational structure should guarantee that each employee is supervised by only one supervisor. Only one supervisor should make assignments. When more than one supervisor supervises an employee, the employee is placed in the awkward position of determining whose work to do first, the style in which the work is wanted, and which instruction to follow.

Organizations are successful because of the motivation, conviction, and morale of their employees. Employees must believe that their efforts not only contribute to, but will be recognized by the total organization.

Organizations are like individuals in that they cannot remain at a status quo. There is no permanent plateau. There is either improvement or decline. The

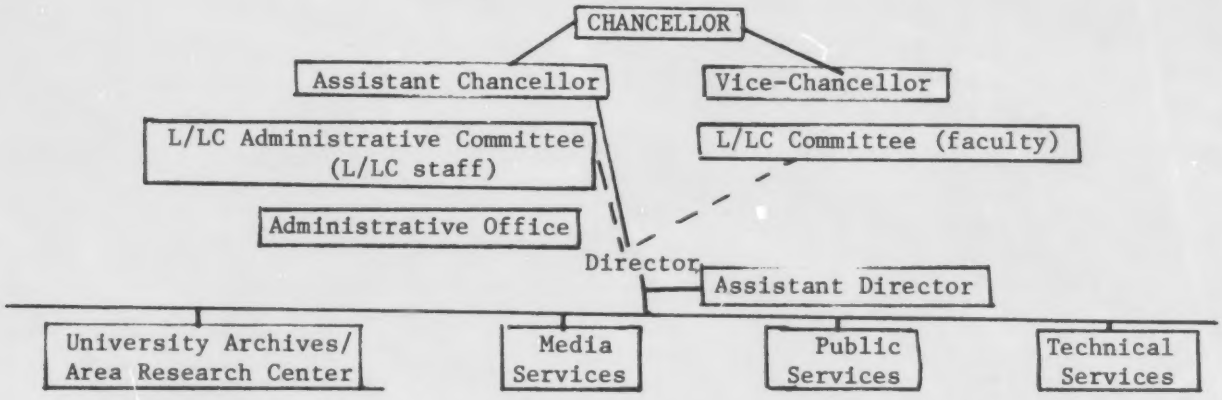
directors of organizations and the total body of employees need to recognize this and to judge their organization's movement.[1]

Organizational structure.

The L/LC began as three separate administrative units, each with its own director: the Library, the Learning Center, and the University Archives/Area Research Center. The first two units originally reported to the vice-chancellor; the third reported directly to the chancellor.

In the early 1970's, the Library's organization consisted of five major departments: Acquisitions, Cataloging, Government Publications, Reference, and Serials. Due to budgetary reductions, a reorganization occurred in 1974 resulting in the consolidation of the five departments into three divisions: Public Services, Collection Development, and Technical Services. In 1975, again due to campus-wide budget reductions, the UA/ARC was placed under the administration of the Library. Finally, in 1976, the Learning Center was merged with the Library, resulting in the present Library/Learning Center, under the supervision of the Assistant Chancellor for Educational Services. The Media Services Division was created at this time, and the Collection Development and Technical Services divisions were consolidated into one unit retaining the name of the latter.

The structure of the present organization can be presented graphically as follows:



1. Robert D. Stueart and John Taylor Eastlick, Library Management (Littleton, Colo.: Libraries Unlimited, 1977).

Staff.

A major strength of the L/LC resides in the high quality, educational background, dedication, and experience of the staff. A considerable number of employees, both professional and classified, have been in the L/LC for more than five years. The openness of the staff to new ideas and changes, and the flexibility of the staff in the face of severe budget reductions has resulted in the L/LC being considered one of the smoothest functioning units on campus. The L/LC is highly regarded by the University's faculty, staff, administration, and students.

The first librarian was appointed in 1967. By fall 1969, when the University officially opened for classes, the staff had increased to eight librarians and ten classified staff. From 1969 to 1973, the staff grew sizeably. The authorized positions for the fall 1973 were: Archives, 1.5 academic and 1.0 classified; Learning Center, 10 academic and 3.5 classified; Library, 11.9 academic and 12.95 classified, for a total of 23.4 academic positions and 17.45 classified positions, for what is now the Library/Learning Center. In addition, there were student help allocations of $59,938 in the Library, and $23,140 for the Learning Center ($83,078 total), and for temporary help, the Library had $5,898 and the Learning Center had $2,250 ($8,148 total).

From 1973 to 1975, budget reductions forced staff reductions. The present staff of the L/LC is 15.8 (13.8 permanent) FTE academic staff and 13.35 (12.35 permanent) FTE classified staff. In addition there are seven FTE CETA employees, a .33 FTE temporary secretary, a .2 volunteer, and $76,284 for student help. (See chart, p. 74). The present size of the staff reflects the merger of the Archives and the Learning Center, and funding from several grants.

Administrative structure.

The L/LC administrative structure is composed of the Director, the Assistant Director, four division heads, the Director's Office, and the Administrative Committee.

The Director primarily relates to the University administration and to groups outside the L/LC. Day-to-day operations are left in the hands of the division heads. The Director consults with division heads and appoints special committees to study problems and make recommendations. This has been informal in the past, partly due to the crisis nature of university planning and decision making, but has become more formalized with the creation of the Administrative Committee.

The Assistant Director (a half-time position) works with the Director on L/LC

planning, develops agendas for the Administrative Committee and staff meetings, takes action minutes for the Administrative Committee, and chairs the ALDP Study Team. This is an evolving position, as distinct from Assistant Director and head of a division, as the position existed in the past. The exact authority, whether advisory or direct, has not yet been determined.

The Director's Office primarily supports the activities of the Director, collects personnel data files, reviews budget sheets to help the Director maintain budget control, orders supplies and maintains the supply, prepares some requisitions and codes others. Secondarily, it takes information from outside and passes it on to the staff. The office staff consists of a Library Services Assistant (whose duties include that of secretary to the Director), a part-time typist, and part-time student help.

The Director and the Library Services Assistant seem to have a different understanding of the latter's role vis a vis the division heads, the Assistant Director, and other members of the L/LC staff. There is no clear understanding concerning what information the division heads and the Assistant Director have access to when the Director is unavailable. Also, there are no procedures for handling problems or day-to-day operations in the Director's Office when he is not on campus, or, if there are and they are being followed, the staff does not understand this. Finally, there is some confusion about who is responsible for disseminating information, such as communications from other campus offices to the staff. The Director stated that the Library Services Assistant is responsible. The Library Services Assistant indicated that the Director makes this decision.

The division heads are responsible for keeping the Director informed and are supposed to bring problems to him if they need help. They develop the goals and objectives for their own units and see that the work gets done within guidelines set by the academic policies and procedures, the University, the personnel office, and union rules and regulations. Except for the division heads, none of the staff has recognized titles or formal administrative responsibility. There are supervisors responsible for functional areas under the division heads.

The Administrative Committee was formed in 1978 and meets biweekly for one hour and fifteen minutes. Its functions are to assist the Director in:

1. the development and implementation of L/LC policies;
2. long-range planning;
3. the development of budget requests;
4. personnel review and staff development; and

5. the planning and coordination of professional outreach activities of the L/LC as a unit of the University.

Strengths and weaknesses.

From the standpoint of the University administration and the patron, the present organization of the L/LC seems to be effective; from the standpoint of the staff, some confusion exists. The structure is not questioned, but its relation to the individual seems to be the area of most concern to staff. This concern refers to work climate, staff development, and general morale.

The effectiveness of the organization is also based upon its particular history. The change of directors at the same time as reductions in the budget left many staff members uncertain and anxious about the new director's priorities, his plans for the future of the Library, and his relationship to individual staff members. Also, the roles and functions of the Director, the Assistant Director, division heads and the Director's Office are not clearly understood. While the Director maintains an open door policy, some staff members have been reluctant to approach him, or would simply like him to initiate individual contact.

The L/LC operates with some problems resulting from the merger, as well as others resulting from the fact that there have been several changes at the division-head level in the past two years. As an example of post-merger problems, the former collection development and cataloging areas have not really become a cohesive unit. One obvious problem is the fact that the division secretary cannot answer all telephone lines from her instrument. A further complication is that the staff perceives a former department head and the present division head as equal in authority and responsibility.

The merger of the Archives and the Learning Center with the former Library has not been complete. The location of the units may contribute to the problem, but they do not function as integral parts of the organization yet. This situation is further complicated by the Archives Division being in a quasi-autonomous position under a division head who also holds the personal title of Director. In addition, the Media Services Division is affected by the administration's limited understanding of and physical contact with this division.

The operational policies and procedures of the L/LC and the individual units are generally not as up-to-date as they should be, and are not reviewed regularly. Also, they are not uniform from division to division. Organizational charts or workflow charts are out-dated or non-existent.

Realistically, the L/LC has all the staff the budget will allow, due to "steady-

state" University budgets. With the exception of the circulation area, where a night supervisor is needed, present staffing seems to be enough for day-to-day operations if student help dollars increase with the increase of the minimum wage. However, in some areas of the L/LC, student employees are now performing tasks which were performed by the regular staff in the past. If further reductions occur in the number of student hours available, the L/LC will have problems maintaining present operations. Thus, the impact of the increase in minimum wage on the amount of student help the L/LC can afford, the financial impact of staff reclassifications, and the need for a night supervisor in the circulation area are high priority considerations for the future. Moreover, the large number of student employees, and their distribution among several divisions, makes it advisable to have a student employee coordinator for the entire L/LC.

Staff interaction between the divisions varies from minimal to extensive. Academic staff members from Technical Services work at the Information Desk, and all Public Services librarians work on collection development. The staff members in UA/ARC and the Media Services Division have little contact, except at general staff meetings and special committee assignments, with members of other divisions. This isolation has led to work overlap or inefficiency in some cases. Also, the lack of contact has led some members of the staff to feel that they could not contribute suggestions or be a part of activities (e.g., displays) in other divisions, or that they were not consulted when an activity impinged upon their own area of expertise.

Recommendations.

Administrative

1. Because some staff members are reluctant to approach the Director and are not always sure he understands or receives their input, the Director should take more initiative in finding out what is happening in the divisions. He should not wait for the division heads or the staff members to bring him problems or information. This could be accomplished by the Director's attending division meetings once every two months, and walking through each division at least once a week.

2. The staff should develop a better understanding of the role of the Director, In order to accomplish this, the Director should:

   a. develop a written job description which would be shared with the staff;

   b. devote a portion of time at each monthly staff meeting to describe his activities on behalf of the L/LC; and

c. make it clear to the staff that the responsibility for day-to-day operations, morale, and supervision in each division is with the division head. This should be done at a staff meeting.

3. The Director should work out procedures with the Administrative Committee for informing them when he is going to be out of the office.

4. The role of the Assistant Director should be clearly defined and communicated to the staff prior to October 1, 1978.

5. A meeting of the Administrative Committee and the Library Services Assistant should be held to establish and/or clarify the latter's role, and to establish procedures for handling problems and day-to-day operations when the Director is not on campus. The conclusions reached at this meeting should be explained in a report and made available at a staff meeting so that all personnel will understand the role of the Library Services Assistant and what should be expected.

6. In four years, the procedures in the Director's Office have been substantially modified, added to, et cetera, with no corresponding review of all operations. Therefore, it is recommended a review of the area be made by the Administrative Committee by October 1, 1978. The following suggestions should be kept in mind:

   a. Time sheets for students and classified staff should be handled directly by the divisions.

   b. Requisitions should be completely handled through the originating division (see Management Systems Task Force report).

   c. The staff in the Director's Office should be scheduled so that the phone is always covered. (To insure coverage, the student employee should not overlap the half-time classified staff member by 12 hours, and the two classified staff members should not schedule lunches and breaks at the same time.

   d. Letters prepared in the divisions to go out under the Director's signature should be final-typed by the originating division and should not be retyped in the Director's office.

All divisions.

1. The Technical Services Division should conduct a thorough review of the functions and staff needs for the entire division. One area that needs to be looked at is the duplication of procedures and overlap of monograph and periodical standing orders. Another problem appears to be

an uneven distribution of work in the cataloging unit, including the question of distribution between professional and classified staff. The materials budget and workflow should be taken into consideration in this review, and it should be undertaken by the Division itself, with guidance from the Director and the Administrative Committee. This should be done by January 1, 1979; until that time, no vacant positions should be filled with permanent staff.

2. The staff should have several meetings to exchange ideas on how the activities of the divisions overlap, how they can work better together, what projects or activities can be accomplished jointly, et cetera. (An agenda should be set, or the format should be that of an idea exchange, with each staff member assigned to bring suggestions for improving work between the divisions.) Following this action, each division should devise a system whereby its members, on a rotating basis, would attend the meetings of the other divisions. People involved need to know how decisions are affecting their jobs.

3. The present status of the Media Services Division is not totally clear either to its staff or to other members of the L/LC staff. Some of this uncertainty may be due to the Division's physical distance from the L/LC proper, and the fact that the area has had three different coordinators in the past year. Policy is currently being reviewed in this area and some functions are changing at the present time. To improve the effectiveness of the area and to integrate it more fully into the L/LC, it is recommended that:

   a. the two new staff members be informed of, and introduced to, the role of the L/LC within the University;

   b. the Administrative Committee oversee the establishment of procedures which will lead to the smooth functioning and future development of the Division;

   c. the reclassification of the clerical position to one including office management, facilities scheduling, software distribution, et cetera be considered.

4. The Public Services Division should examine the interlibrary loan operation, the duplicating liaison function, the correction of workbooks, and the staffing of the Information Desk from the standpoint of the most effective use of both professional and classified staff.

5. Because there appears to be adequate staffing for the current activities in the L/LC except for the circulation area, it is recommended that the L/LC establish a permanent position of night supervisor.

6. Based on questionnaire results, the Public Services Division's "manage-

ment by objectives" program has been highly successful. It is therefore recommended that other divisions in the L/LC institute a one-year trial of management by objectives. This trial should begin March 1, 1979 and should be evaluated in March 1980. Prior to initiating the program, training sessions should be held for the Director, Assistant Director, division heads, and staff to insure understanding and implementation of the program.

7. The need for a "student employment coordinator" should be investigated by the Ad hoc Committee on Student Employment. A recommendation should be developed by August 1, 1978.

8. A survey of telephones in the L/LC should be made to insure that instruments and lines are effectively placed. This survey should take place after the whole area has been reviewed. All divisions should establish procedures for covering telephones during the work day (7:45 am - 4:30 pm).

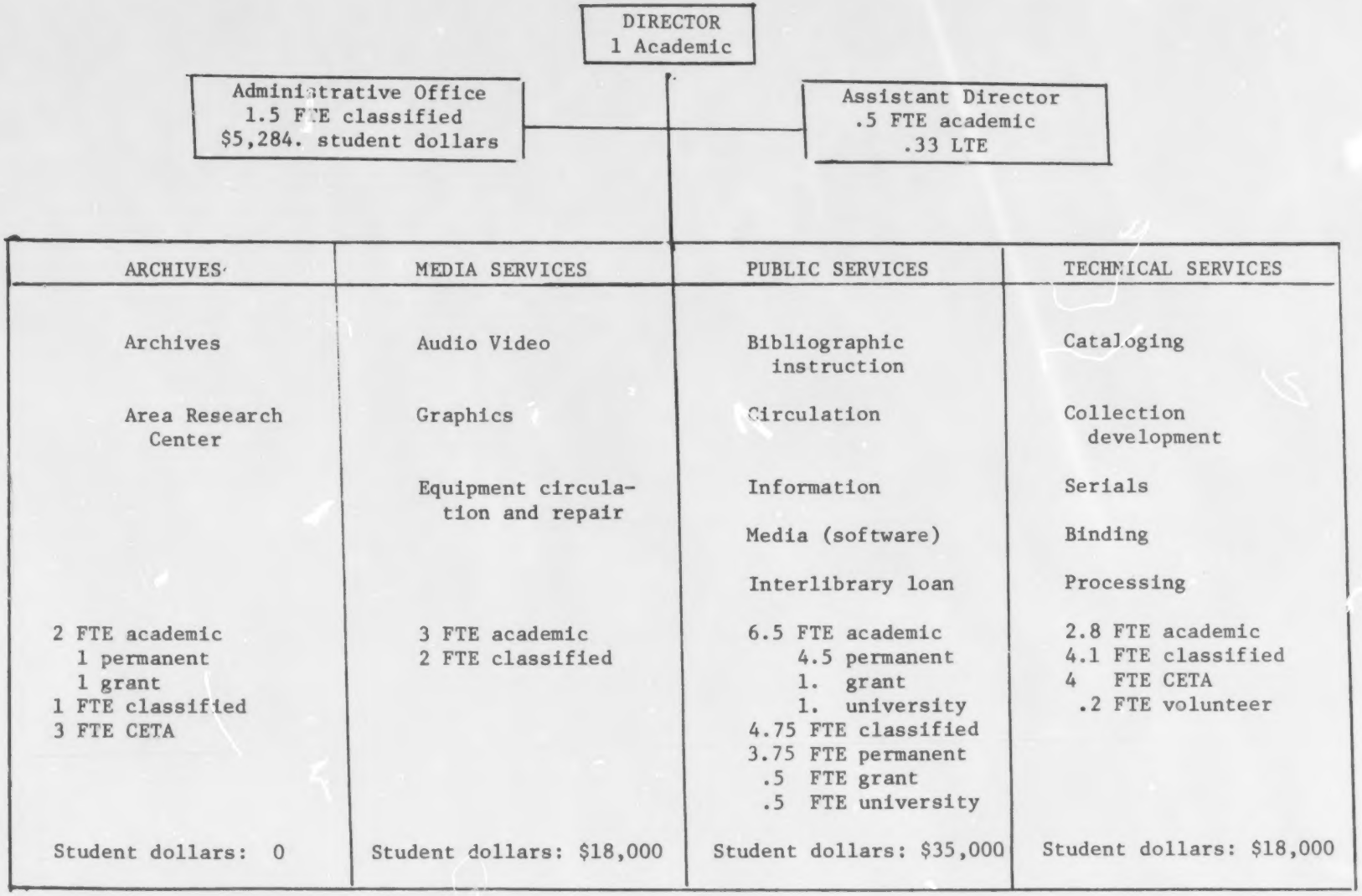
9. The L/LC needs to be more aggressive in seeking outside funding and staffing for all areas (CETA, YEP, library school students, federal and foundation funds). One person should be designated for this.

10. The physical arrangement of the Technical Services Division area contributes to the lack of cohesiveness among the staff in that division. It also reduces the effectiveness of some workers because of cramped quarters. Therefore, prior to July 1, 1978, the high shelves next to the OCLC terminal and the NUC's should either be relocated in the area or removed to another area of the building. Cubicles should be removed. There are other problems associated with the physical arrangement of the area. However, the Technology and Facilities Task Force has it in their charge to take a closer look at the problem.

Leadership and supervision

Introduction.

Leadership and supervision may be defined as the method by which staff performance is directed toward achieving L/LC objectives. Supervision relates to the activities involved in directing or regulating performance. Leadership is not so much a function of status or authority as it is the quality of the relationship, the interaction that takes place between the leader and his staff. It is not a question of having power over the staff; it is a matter of having influence with them, mutual trust and respect, and working and planning together to achieve the organizational objectives. Supervisors must be aware of, and have an understanding of, the human element: the employee's personal interests and goals and objectives, as well as the goals and objectives of the organization. Understanding each individual personality


DIRECTOR
1 Academic
Administrative Office
1.5 FTE classified
$5,284. student dollars
Assistant Director
.5 FTE academic
.33 LTE
ARCHIVES
Archives
Area Research Center
2 FTE academic
1 permanent
1 grant
1 FTE classified
3 FTE CETA
Student dollars: 0
MEDIA SERVICES
Audio Video
Graphics
Equipment circulation and repair
3 FTE academic
2 FTE classified
Student dollars: $18,000
PUBLIC SERVICES
Bibliographic instruction
Circulation
Information
Media (software)
Interlibrary loan
6.5 FTE academic
4.5 permanent
1. grant
1. university
4.75 FTE classified
3.75 FTE permanent
.5 FTE grant
.5 FTE university
Student dollars: $35,000
TECHNICAL SERVICES
Cataloging
Collection development
Serials
Binding
Processing
2.8 FTE academic
4.1 FTE classified
4 FTE CETA
.2 FTE volunteer
Student dollars: $18,000

enables the supervisor to better relate to his staff. Although it is not necessary that every supervisor operate in the same manner, an overall equality in treatment of staff should result. Supervisors should encourage their employees to participate in as many work-related divisional, library-wide, campus and off-campus activities as possible. They should also consult with and get input from their staff as necessary, especially when a particular staff member has expertise in a given area. This kind of contribution to the overall function can only lead to a more cohesive, efficient and successful operation.

Description.

The Director of the L/LC is responsible to the Assistant Chancellor for Educational Services for the supervision, hiring, recruitment and evaluation of the L/LC staff. This is done in accordance with the manual Academic Staff Policies and Procedures, the Wisconsin Civil Service regulations, and the provisions of the contract with the Wisconsin State Employees Union.

The Director manages the L/LC in a manner that may be called consultative. Although he makes all the final decisions, he does consult with the division heads and the Assistant Director, both formally and informally. The formal consultation takes place through the Administrative Committee (formerly, divisions heads' meetings). Staff members below the division head level are consulted if they are, or will be, involved in a special project.

The Director delegates to the division heads much of the responsibility for the supervision and leadership of the staff. Specific supervision and leadership responsibilities of the Director include the following:

1. The recruitment and selection of staff. (Academic staff are hired via a search and screen committee selected from appropriate areas of the L/LC, the final selection resting with the Director. The Director delegates the responsibility for the hiring of classified staff to the appropriate division head, within the guidelines set forth by the State, the Union, and the University's Personnel Office.)

2. The yearly performance review of the academic staff. (The Director gets input from the division heads since they are responsible for the daily activities in their units, but the final decision is his. Presently, there are no formal performance evaluations of classified or student staff on a regular basis.)

3. The dissemination of information to the entire L/LC staff.

The position of the Assistant Director in regard to leadership and supervision is unclear, partly because this is a new position. No responsibilities are directly assigned in this area. The Assistant Director seems to have a great

deal of influence, due in part to her initiative and aggressiveness. She communicates frequently with the Director and gives him a good deal of input, both verbal and written.

The division heads have supervisory and leadership responsibilities for their divisions and library-wide responsibilities for leadership. They are accountable for the day-to-day operation of their respective divisions; they formulate goals, objectives, policies and procedures within their divisions; they are responsible for communication within their divisions, between their divisions and other divisions, and for providing staff input and information about the division to the Director's office; they are responsible for the morale in their divisions. Division heads also make sure that their staffs are aware of the policies, goals, objectives, and management philosophy of the L/LC.

There are staff members in the L/LC who are responsible for a functional area within a division, but are not division heads. These staff members may formally or informally supervise other L/LC employees who work in that functional area.

Strengths and weaknesses.

Because the Director delegates much responsibility for supervision and leadership to the division heads, and because each division head operates in a different manner with varying degrees of effectiveness, it is difficult to make blanket statements about the supervision and leadership for the L/LC as a whole. The few statements which can be made deal with a lack of clarity about authority or responsibility for projects or jobs which are not specifically assigned to a division (e.g., the responsibility for purchasing microfilm and microfiche equipment). In addition, several division heads want their supervisory responsibilities spelled out more. How much of their jobs should be devoted to supervising staff and how much to specific activities like instruction, collection development, media production, et cetera, is unclear. Also, recruitment procedures and performance reviews seem to be sore points with some academic staff members. The staff would like the division heads to play a more active role in performance review and would like more information on the specifics of recruiting new positions. Finally, many staff members are confused about their own supervisory responsibilities and authority. Several members of the academic staff coordinate functional areas (e.g., cataloging, instruction) but neither they nor the people who work with them on such activities are sure what supervisory authority the coordinator has.

The Media Services Division is, and has been, in a state of upheaval for over a year. There have been three division heads in the last year. (Two of them have been acting heads.) The present staff, including students, has a low morale because its members do not understand what they should be doing or how they relate to the rest of the L/LC.

In the Public Services Division, a new division head has been recently appointed. While the Division appears to be functioning well, it is too soon to describe her management style. She does seem to be following the past practice of management by objectives, which is liked by most of the staff. The style allows members of the staff to work independently and to grow and expand their capabilities. The morale is good because staff members have had an opportunity to participate in the decision-making process of the Division and have been kept informed on most L/LC issues. Also, the staff has a fairly clear idea of what is expected of them. The responses of the Public Services Division staff to the Human Resources Questionnaire indicated that, overall, they were satisfied with their supervision and leadership.

It appears that there are some supervision and leadership problems in the Technical Services Division. Some problems are the result of having merged two formerly independent units, Cataloging and Collection Development, into a single division without clearly defining the authority lines. In addition, the serials unit, which had been a part of the Collection Development Division, but was located on a different level of the building, was moved into the physical area of the Technical Services Division without rearrangement of the entire floor to reflect that the units were now one. Even up to the start of the study, the staff and work had not been integrated; many of the staff did not want to be. There were no meetings held for the entire division.

Another contributing factor to the problems in Technical Services is that the division head feels that his management style is consultative while some members of his staff do not find it so. Some staff members feel that he has a tendency to rely upon the advice and judgment of the former head of Cataloging to the exclusion of others who may have greater expertise in their respective areas. There appear to be other problems:

1. Uneven division of work.

2. Inability to get answers to questions.

3. Lack of trust on the part of the division head and some staff members.

4. Lack of clear direction in terms of job performance.

These problems have led to low morale in the Division and have tended to lead to misunderstandings and additional problems.

In the UA/ARC, it is difficult to make an assessment of the leadership and supervision since there is only one permanent employee other than the division head.

One library-wide problem is the lack of recognition of staff for doing a good job. More effort should be made by supervisors at all levels to recognize

good work. Many staff, including students, felt that this is not done often enough and felt it should be an ongoing activity, done informally in conversation or more formally through memoranda.

Recommendations.

1. In dealing with personnel problems, the roles of the Director and the Assistant Director should be clearly defined and discussed at a general staff meeting by October 1978 at the latest.

2. The roles of staff members below the division head level who supervise others should be clearly defined. The Administrative Committee should review problems and formulate policies prior to October 1, 1978. Then, each division head should hold staff meetings to clarify this policy.

3. Because some confusion exists about the recruitment procedures for academic staff positions, the Administrative Committee should develop a written set of general procedures for recruiting. These procedures should include provision for:

   a. the circulation of specific written procedures to be followed in that recruitment;

   b. the development and circulation of a position description prior to the advertising of the position; and

   c. the provision of updates on the status of the recruitment at each staff meeting and Administrative Committee meeting held thereafter.

4. To help the new heads of the Public Services and Media Services Divisions, the Director should establish a policy of scheduled weekly meetings with them for their first six months on the job. The Director should also describe his management philosophy and help the new division heads develop a compatible management philosophy and compatible goals and objectives.

5. In the Technical Services Division, to increase the division head's knowledge of the staff members, the unit problems, et cetera, and to increase the staff members' understanding of the supervisor and the Division, the division head should meet individually with each staff member at least bi-weekly for a minimum of twenty minutes over a period of six months. These meetings should be scheduled. The Director should meet with the entire Technical Services Division staff prior to the beginning of these scheduled meetings to make sure that both the staff and the division head clearly understand their mutual responsibility for communication.

6. To give the division head time in his office to do his work, as well as to give staff members definite times to work with him on their problems,

the head of the Technical Services Division should establish a schedule of hours during which he will be available for work-related problems. This schedule should be posted so that the staff will know when he is definitely going to be available and can count on bringing in questions. This should not mean that staff members could not come in at other times.

7. To involve the staff more, and to increase its input, the Technical Services Division should experiment, for at least one year, with a committee structure for handling operational problems. This should be for ongoing activities as well as one-time problems. An example would be having a committee responsible for keeping up with OCLC, instead of one individual.

8. The head of the Technical Services Division should poll the staff for written suggestions on how to conduct the Technical Services staff meetings. The suggestions should include format, frequency, location, need for an agenda, and types of topics to be discussed. This should be done by July 1, 1978.

9. Staff in a supervisory capacity (including those who supervise students) should receive personnel and management training. Some areas which need to be covered are:

   a. assertiveness;

   b. management by objectives;

   c. motivation; and

   d. interpersonal relations.

Staff development

Introduction.

"Staff development refers to effectively meeting the needs for self-worth, growth, satisfaction, and self-realization of all personnel within a library system, while at the same time achieving the library's objectives. Personnel development is fully possible only in an environment which not only permits, but actively encourages individuals to develop their potential."[1]

1. Elizabeth W. Stone, "Personnel Development and Continuing Education in Libraries," Library Trends, 20 (1971)

Description.

Present Opportunities. At the present time there is no campus-wide staff development program or office. There is no staff development program for L/LC employees. Several formal and informal opportunities do exist for personnel. Orientation to the campus for new academic staff members is available every fall in conjunction with new faculty orientation; orientation to the L/LC is informal and is the responsibility of the Director or division heads.

Workshops and seminars available to staff within the University System include: Capsule College (staff members are allowed to attend one day on work time), SEEN and ETN courses, Extension courses (both credit and non-credit). There have been in-service training sessions for all interested staff on an irregular schedule. A policy recently has been instituted whereby outside speakers will be invited to the monthly general staff meetings.

Staff members may take university classes and apply for tuition reimbursement. The courses must be job-related and cannot be taken on work time. Classified staff members are partially reimbursed and academic staff members receive full reimbursement.

Professional organizations such as the American Library Association and the Wisconsin Library Association sponsor workshops and conferences on library and work-related topics. Library policy requires that persons wishing reimbursement for travel and conference expenses must be a member of the professional association involved. Most of these opportunities are for academic staff members.

There have been some informal opportunities for staff members to visit other libraries and the recently instituted library exchange program sponsored by the Division for Library Services, Wisconsin Department of Public Instruction, provides more opportunities for this kind of travel.

Within budget limitations, academic staff members have been encouraged to take advantage of workshops and conferences related to their jobs. There is no separate account for staff development. All tuition reimbursement and travel monies are deducted from the L/LC supplies and expenses account. This account has remained stable in recent years but has lost purchasing power due to inflation. There have not been as many opportunities available for classified staff members.

The L/LC subscribes to several professional periodicals to help keep the staff better informed.

Policies. Written policies for staff development are those regarding Capsule College, tuition reimbursement, and attendance at professional meetings. There are no written policies for other aspects, notably promotion.

Training. Training of new staff members is the responsibility of division heads. Until very recently, current job descriptions were unavailable for each position. These new job descriptions should be very useful for helping new staff members to understand the work flow in their division. There are very few training manuals or written procedures, and the few that do exist are out of date. Since University policy has not allowed any overlap in staffing when an employee leaves the library, many new staff members feel inadequately trained. Also, training for new employees is very informal and usually takes place only in the first weeks of employment. Any training done thereafter is usually related to new procedures. Thus many staff members feel they should receive advanced training in areas where changing technology has affected their jobs, such as OCLC, media equipment and automated circulation systems.

Staff Evaluation. Yearly evaluation of academic staff members is done by the Director, with input by the division heads using the criteria in the manual Academic Staff Policies and Procedures. This evaluation is the basis for merit increases and promotion.

The only additional evaluation is conducted within the Public Services Division where conferences pertaining to individual goals and objectives are held three times a year. There is no formal evaluation for the entire classified staff except at the end of the six-month probationary period. Within the Public Services Division, classified staff members do participate in individual evaluation conferences pertaining to their goals and objectives.

Strengths and weaknesses.

Although there are some opportunities available, most persons interviewed felt that more staff development was needed. Staff members also indicated they needed to be better informed about the opportunities available. Classified staff members stated that more opportunities existed for the academic staff.

Most staff members felt the type and amount of training available insufficient. Most classified staff members would like to be evaluated, at least on an informal basis, to get feedback on job performance from their division head. Academic staff members would like more input from their division head prior to the Director's yearly formal evaluation. They felt that in some cases information was lacking for a fair evaluation.

Staff members have an important responsibility for their own professional and personal development. No staff development program can be expected to meet all of these needs.

Recommendations.

1. One person in the L/LC should be given the responsibility for staff development. The duties should include:

a. developing lists of opportunities available;

b. distributing information on opportunities to the staff;

c. establishing a yearly program of in-service training sessions;

d. internal staff idea exchange on a regular basis, perhaps quarterly;

e. making better use of campus faculty and staff expertise through seminars and workshops on such topics as interpersonal relations, et cetera;

f. maintaining a written profile, to be updated yearly, of staff needs and interests;

g. maintaining a list of faculty and staff skills;

h. maintaining a current list of civil service classifications and the necessary qualifications for each job with samples of the position descriptions; and

i. drafting staff development policies which include funding available and responsibilities of the L/LC and the individual staff member. They should be presented to the Administrative Committee by January 1, 1979.

2. When a staff member travels to another library for a special purpose, other employees should have the opportunity within established guidelines to accompany him to view the library for a special purpose. Thus, it is important for all staff to be aware of off-campus travel plans.

3. Staff who take advantage of seminars, workshops, et cetera, should have the responsibility for sharing what they learn in a written or oral report. An in-depth report should be made at the next divisional meeting and a briefer version at the next general staff meeting.

4. The following measures should be adopted to improve training:

a. There should be training manuals or detailed written job procedures for every position in every division. These should be developed by the division within one year of the completion of this report.

b. Within the L/LC, at least two permanent employees in a division should be familiar with each job.

c. Within personnel and budget guidelines, at least a one-week overlap should take place for training purposes when a staff member leaves.

5. The Administrative Committee should create a committee on performance review. This committee should examine the following guidelines and write the necessary procedures for accomplishing the needed evaluations. The Committee should also establish how these reviews will be used.

   a. Academic staff members should be evaluated semi-annually using the criteria established for the annual review.

   b. Classified staff members should be evaluated informally on a semi-annual basis until the state establishes permanent guidelines.

   c. Academic and classified staff members should be given the opportunity to evaluate their division head and/or their first line supervisor at least once per year.

   d. The division heads and the Assistant Director should be given the opportunity to evaluate the Director yearly.

6. The Director or Assistant Director should meet monthly for six months with new staff members (except students). This meeting would help staff members become integrated into the L/LC. Each division should also schedule monthly meetings for six months with new staff members (students optional).

SERVICES AND COLLECTIONS TASK FORCE

Introduction

The story is often repeated of the Yale librarian who wished that he could have inscribed over the entrance to his building, "This is not the Yale University Library; the library is inside." Presumably he stood in the long tradition of those who fought against customary usage to insist that a library is a collection of books and not a building. Today, such a definition would be considered woefully inadequate, although the collection is still a matter of prime concern in evaluating the quality of any library. Indeed, Wilson and Tauber list "resources for instruction, research, and extension" as the first of eight "essentials of a university library program."[1]

The Task Force examined the collection from two standpoints: impressionistic and objective. Sources of impressionistic data were the Importance/Success Survey, mailed to returning students in the spring semester registration packets and also sent to all members of the faculty and academic staff; and interviews with all academic discipline coordinators and key members of the Library/Learning Center (L/LC) staff.

Both the working of the Importance/Success Survey and the format for the interviews with the discipline coordinators were taken from the ALDP manual. Although a few questions were added to the survey by the Study Team, the ones given in the manual were incorporated without change. Some of these questions were ambiguous or not sufficiently specific for the purposes of the Task Force, so that it was not always clear what the responses signified. Responses from students and faculty amounted to about one-fourth of each group, although the distribution of the faculty responses among the various disciplines meant that it was not possible to do any meaningful analysis of the faculty responses by discipline. The uncritical adoption of the faculty interview format by the Task Force led to the gathering of some information that was not needed and the inadvertent omission of any question asking for an appraisal of the L/LC's collection or services as such.

Books for College Libraries was not used as a source of objective data because it was the original basis for establishing a core collection. Instead,

[1] Louis Round Wilson and Maurice F. Tauber, The University Library; The Organization, Administration and Functions of Academic Libraries, 2nd ed. (New York: Columbia University Press, 1956), p. 19.

selected annual lists of "Best Academic Books" from Choice (a monthly magazine intended to update BCL) were used as a source of objective data on the book collection, and periodicals were checked against Evan Farber's Classified List of Periodicals for the College Library (5th ed., 1972) and the lists of periodicals covered by seven major indexes (Business Periodicals Index, Education Index, F&S Index of Corporations, Humanities Index, Psychological Abstracts, Reader's Guide, and Social Science Index). An attempt was made to evaluate the non-print collection by comparing it with those of five other institutions of similar size, although comparable data could not usually be found. Although much useful data was gathered, the evaluation of the collection as a whole proved frustrating and inconclusive, suggesting that any really meaningful evaluation would require not only more time but also the careful construction of criteria which are appropriate to the local situation.

An essential complement to any library's collection is the range of professional services offered by its staff. Locally, the development of an extensive program of bibliographic instruction, combined with the absorption of the Archives/Area Research Center and the Learning Center (now, in part, Media Services Division), indicate that a dedication to the wealth of services offered has come to more than balance a continuing pride in size and quality of the collection. The Task Force, in its examination of services, interpreted the term as broadly as possible, thus producing a comprehensive survey of all library functions excluding the administrative. Sources of data were largely the three impressionistic ones mentioned above; however, those writing this part of the report had to draw extensively on their own prior experience, on descriptive documents which the L/LC had previously drawn up for other purposes, and on special staff interviews arranged to fill gaps in available information. In view of the generally favorable impressions registered in this area, the large number of recommendations may be seen as a reflection of the wide range of needs brought to the L/LC by a diversity of patrons, and as an indication that the result of providing superior service is not so much satisfaction as the demand for even more services.

Collection

As a preface to the detailed description and analysis that follows, it is necessary to relate the historical background of the early development of the L/LC collection.

When the University began to develop in 1967, the Library budget was abundant. The Library administration decided to use Books for College Libraries as a buying guide. The titles recommended in that source were appropriate to an undergraduate liberal arts college such as UW-Parkside then was. To update this guide, all titles recommended in Choice were purchased. Approval plans were instituted, but proved to be too comprehensive. More selectivity was needed.

The unwritten collection policy of the L/LC in the late 1960's and the early 1970's was guided by two principles: support the curriculum or instructional program, and support research where it could be afforded.

At first, the faculty was small, and there was no input for collection development from certain disciplines. Much of the faculty input which was received represented the personal interest of individuals, rather than that of their respective disciplines. The University's mission was not clearly defined or emphasized in the earlier years, and the uncertainty as to just how the professional programs would develop caused the Library to avoid making extensive purchases on its own initiative in those areas.

Drastic retrenchment in the L/LC budget was first experienced in 1974, and the Library administration decided to restrict its selections from Choice and to reduce purchases in those instructional areas which used the Library the least. Approval plans were cancelled or phased out and a number of little-used or recreational periodicals were discontinued.

When the Library merged with the Learning Center in 1976, the latter's non-print collection added a new and different format to the collection as a whole.

Because of the L/LC's steady-state budget and the inflation in book and periodical prices, it may become increasingly necessary to restrict purchases to those materials which support the university's instructional program and the basic research needs of the faculty.

Acquiring existing materials

Existing materials are acquired by the L/LC in two main ways: by purchase and by gift. Presently, materials are purchased by both the Technical Services Division and the University Archives/Areas Research Center (UA/ARC). Gifts are also received by both these units.

There has never been a written collection policy for the L/LC, and no set dollar amount is budgeted to separate disciplines. Lacking a written policy, the philosophy of collection development for the L/LC is very vague, a fact which results in uncertainties and lack of direction for the selectors. There also is no written collection policy for the UA/ARC; however, there are statements of purpose that govern what is added to the collection. Because of the statements, the Archivist feels that a written collection policy is not necessary for the UA/ARC.

The UA/ARC purchases books and pamphlets on genealogy. Items are selected from publishers' flyers or book reviews. Purchase has been by direct requisition and charged to a special account for supplies instead of the L/LC capital budget. Thus the purchases have not been integrated into the overall

collection development priorities and budget control. This situation has recently changed so that most items are now ordered through the Technical Services Division and charged to the L/LC capital budget.

The Technical Services Division purchases all other existing materials for inclusion in the collection. The Head of this division functions as the Collection Development Officer; most of the professional staff members of the L/LC function as subject selectors, working independently under his coordination. Selection is made primarily from cards which reproduce the reviews in Choice. Selectors have expressed a need for more information, guidance and coordination in their selection efforts. Materials are also purchased at the request of faculty members, although the amount of input is not consistent among the disciplines. According to the discipline coordinator interviews, faculty members lack awareness of whom to contact for consultation on the selection of materials. There is a need for more communication between the selectors and the faculty.

The selector for non-print materials and the Collection Development Officer work together on non-print acquisition, based on faculty input. Almost all materials are previewed by the faculty before purchase, and some of these are previewed by the selector and/or the Collection Development Officer as well. In making purchases, there is an attempt to keep a balance among the disciplines, although some disciplines tend to utilize and request more materials than others. Periodicals are selected by the Collection Development Officer with faculty and L/LC staff input.

The Technical Services Division does not actively solicit gift material, but does accept unsolicited gifts from faculty members, community residents and other libraries. The UA/ARC actively solicits gifts, especially those records which will document the region's industrial society, UW-Parkside's special mission in the University of Wisconsin System. The archivist tries to secure the archives of local organizations, including business, social, philanthropic, religious, and civic. There is also an attempt to acquire, process and preserve all University records that are deemed to be of archival value.

During the course of acquiring materials, several types of services are provided. Of these, that of notifying faculty members of the receipt of books is incomplete and needs to be made more systematic.

Preparing original materials

The L/LC produces original materials to be added to the collection. Some subject bibliographies are prepared by the Public Services Division for inclusion in the collection, and oral histories are produced by the UA/ARC. The largest portion of original material, however, is produced by the Media Services Division. Since any item produced by this division might be added

to the collection, all aspects of the Division will be discussed here.

The Media Services Division has three main areas of production: audio, graphics/photography, and television. Professional staff members in each area consult with the faculty and produce instructional materials. These materials are used in the classroom and/or added to the L/LC collection. The media studios are generally available for service only until 4:30 p.m., although other hours are arranged when necessary. The graphics studio was a partial exception during the past year, being open regularly those evenings when the student employee from graphics was also available to distribute audio visual equipment (another service of the Division). These evening hours were not, however, advertised or announced. Concern was expressed in staff interviews that ad hoc faculty and night students are not adequately served by the Division and that extended evening hours should be considered. Since present policy indicates that, for reasons of security, a regular staff member (rather than a student) must be present any time the Media Services area is open and this staff is quite limited, it may be difficult to extend hours.

The audio studio and its control area provide for original audio recordings of lectures, music, language programs, et cetera. Mixing sound sources, adding synchronizing pulses, editing, duplicating and off-air recording are provided. Concerts, lectures, et cetera, at remote locations can be recorded.

Transparencies and slides are produced in the graphics/photography area. Slides may also be duplicated. Well-equipped black and white darkroom facilities are available.

The television studios provide for the production of original color television instructional programs. Films and slides can be videotaped; electronic editing, duplication of programs, off-air recording, and remote taping of activities in the classroom or at off-campus locations is provided.

According to the responses of the discipline coordinators during interviews, the use of the production facilities varies greatly. Of the seventeen responses, six disciplines have a high usage of the area and six disciplines have some usage. Five disciplines either do not use the facilities at all, or have only low usage. Two disciplines, Art and Humanities, felt they would make more use of the area if there were more staff.

There are several aspects of this Division that require improvement. Both before the merger of the Library and Learning Center, and up to the present time, there has been extensive use of the services in this area without charge. It also appears that there has been extensive use for non-instructional purposes, both by community groups and faculty/staff. Community groups that make use of these facilities are charged a fee which covers staff time, equipment, and materials. These fees go into a special capital account for replacement of equipment in this area. There have been inconsistencies concerning the fees for these services. Many of the problems in this area seem to have stemmed

from the change in policies and the frequent staff turnover. Neither patrons nor staff are quite sure what can and will be done, for whom it will be done, and at what cost it will be done, because there is a lack of definition as to what is expected from this area by the University or by the L/LC. Because of the high cost of materials and equipment, and the inconsistencies in previous fee systems, it may be necessary to develop a chargeback policy covering use by all patrons. A handbook of policies could be an important first step in correcting some of the problems in this area. The handbook should clarify services and procedures to all users. The Media Services staff is now working on such a handbook.

Books

A major strength of the L/LC lies in its having begun with a collection of books which was both sizable and representative of all subject areas. This feat was accomplished through the purchase of all available titles listed in Books for College Libraries, a selection of about 60,000 volumes prepared for the University of California at a time when it was opening several new campuses simultaneously. In recent years, the quantity of annual additions has dropped considerably, from a high of $247,466 spent in 1971/72 to $118,910 in 1976/77. In the comparison of the L/LC collection against the best academic books of the year as identified in Choice, the L/LC purchased 92% of the books listed for all subject areas in 1974/75, but only 40% of the books listed in 1976/77. The percentages in both lists varied among subject areas. The difference in percentages during these years indicates a change from buying books in all subject areas to buying in subject areas relevant to the University's curriculum: a change brought about by decreased purchasing power and different selection procedures.

According to the Importance/Success Survey, student and faculty needs at UW-Parkside reflect the traditionally high emphasis on books and periodicals. Although the faculty placed the highest importance on periodicals, books also received a high importance (6.0 on a scale of 7.0), while success dropped to 5.3. Students gave their highest importance to books (4.9) while having only 4.6 success in locating them. Due to the nature of the survey, it cannot be determined whether the lower success factors concerning books is actually because the collection is inadequate, or because the item cannot be located on the shelf.

Using the Importance/Success Survey data broken down by discipline, the greatest user satisfaction appears to be in German and Spanish. The least satisfaction seems to be in Psychology, Communications, Labor Economics, French, Drama, Political Science and Physical Education. According to interviews with staff and discipline coordinators, it appears that the collection is strong in Education, Physics, Mathematics, and History (especially American history). However, there are widely varying opinions among staff interviews, discipline coordinator interviews and the Importance/Success Survey regarding areas of

strength and weakness. This demonstrates a need for a more thorough evaluation of all subject areas, especially Sociology, Business, Engineering and those areas where new master's programs are beginning.

An evaluation of the Reference Collection was conducted in Spring 1977. On the basis of the evaluation, materials were purchased and the collection was strengthened. The collection presently is considered generally strong but occasionally lacking current titles. Because of the small number of standing orders for annuals, and weaknesses in some subject areas, there is a need for a systematic method of updating materials.

In 1970, a department was created within the Library and charged with developing a documents collection. Government publications (Wisconsin, United States and United Nations) were aggressively collected during the early stages of collection development. The Library became a special depository for federal documents in March 1970; the department was dissolved and depository status was revoked in early 1974. At one time, over 100,000 items, plus 7,951 maps, were in the documents collection. Today, United States and United Nations publications are being integrated into the general collection, and new items are ordered only as requested by faculty or library staff. The L/LC presently relies on the American Statistics Index and the Congressional Information Service microfiche collections for most of its current United States documents. Wisconsin state publications thus comprise the permanent document collection; the L/LC is a depository for these items.

Although the L/LC has not aggressively sought to develop "special" collections, a Special Collections Room contains the publications of two small presses, a major collection of 18th and 19th century American plays, and manuscripts and other material of writers from the Racine-Kenosha area. There is also some miscellaneous material which currently circulates. This material might not need the additional security which this room provides and might better be housed in the general collection.

As of July 1977, the book collection totaled 264,678 volumes. This represents approximately 50.9 volumes per student (based on Fall 1977 headcount of approximately 5,200 students). The L/LC has developed an extensive collection of materials in microfiche, microfilm, ultrafiche, and microprint; the total number reached 422,126 items of microform in June 1977.

An attempt was made to analyze the extent to which the collection satisfies the demands of patrons by viewing interlibrary loan transactions as a percentage of "total circulation" (materials checked out from the L/LC plus those received through interlibrary loan; see Appendix O). Faculty use of interlibrary loan was predictably high (19-31% of total faculty circulation); much of this use is to support research. Student use of ILL is very low (1-3% of total student circulation). Even taking into consideration that many students are unaware of ILL, or do not have the time to wait for the material, these figures are still an indication that the overwhelming majority of student's needs are being fulfilled by the present collection.

Periodicals

The periodical collection began to develop with the establishment of a Serials Department in 1970. In 1970/71, there was a generous infusion of unspent funds ($100,000) from other campus units to purchase periodical backfiles in the social sciences and humanities. When the two branch campuses at Kenosha and Racine closed, their periodical collections were examined, and any titles not in the main collection were added to it. Faculty input was requested, and the response, plus staff discussion, led to the selection of 1,978 periodical titles by June 1972, when the permanent building was occupied.

As of July 1977, the periodical collection totalled 1,887 current subscriptions. Presently, half the collection budget, or $125,000, is being spent on periodicals. Although an attempt has been made to hold expenditures to 50% of the total capital budget, reductions in this budget, plus drastic increases in subscription prices and the declining rate of exchange for foreign purchases, have increased this figure to 60%. The subscriptions are distributed among the various subject areas. However, the balance among them was determined largely by the uneven input from the faculty during the early years of the collection's development. This balance has not shifted to reflect accurately the changes in curriculum emphasis and enrollment. Problems arise in trying to effect such shifts or in finding funds to purchase periodicals for new disciplines and subject areas. While many disciplines are willing to give up some titles in preference for new titles within their discipline, others are not. Most disciplines are not willing to give up titles to provide funds for the new (or other) disciplines and subject areas. Evaluation of the collection is needed to insure an even balance of periodicals among all subject areas.

The Importance/Success Survey indicated that the faculty assigned a 6.2 level of importance to periodicals, with a success level of 4.8. The students indicated a 4.1 level of importance, with a success level of 3.6. The discipline coordinator interviews support this data, showing that periodicals are of high use to faculty and of moderate use to students (Appendix J). The greatest patron satisfaction seems to be in Mathematics, German and Spanish. The least satisfaction appears to be in Chemistry, Earth Science, and Life Science (Appendix K).

The staff interviews indicated that the periodical collection has weaknesses in the general social sciences, computer science and industrial and environmental hygiene. With the introduction of the Master's Degree in Administrative Science in Fall 1978, there may be a need to add titles to the business collection.

The evaluation of the periodical collection consisted of comparing the L/LC holdings against the Farber list and seven periodical indexes (Appendix L).

The Farber list contains 1,020 titles, of which the L/LC subscribes to 695, or 68%. Even higher percentages are found in the areas of Biology, Economics/ Business, English, History and Philosophy. Smaller percentages appear in the areas of Physical Education, Physics, Religion, French, German, South and Southeastern Asian Studies, and Middle Eastern Studies. All of these subject areas, except Physical Education, are areas where UW-Parkside does not offer a major, or enrollments are low. Thus, this is not an indication that the collection is inadequate. The comparison of the periodical indexes indicates that the greatest coverage of indexed materials lies in the humanities and social sciences: of the 260 titles listed in the Humanities Index, the L/LC subscribes to 159 (61%); and of the 266 titles listed in the Social Science Index, it receives 178 (67%). According to this comparison, the least amount of coverage is in regard to titles listed in the F&S Index of Corporations and Psychological Abstracts: of the 580 titles listed in the F&S Index, the L/LC subscribes to 109 (19%); and of the 993 titles listed in Psychological Abstracts, it receives 193 (19%). Because many of the citations in the F&S Index are to trade journals, and Psychological Abstracts covers many specialized and foreign language journals irrelevant to the needs of the L/LC, this low percentage cannot automatically be construed as a weakness of the collection. However, because of the large number of business and psychology students, there is a need for further examination of the adequacy of the collection in this area.

Non-print collection

Development of the non-print collection began with the establishment of the Learning Center in 1972. The responsibility for selection and purchase of materials, as well as for housing and maintenance, was given to the Learning Center staff. During the first three years of its existence, the Learning Center had a generous amount of start-up funds with which to develop a basic collection. There was no written policy to follow in selecting materials and, because of the need to spend the money within a limited amount of time, many of the original purchases were made without a great deal of forethought or evaluation. During this period, the non-print collection was not developed in direct relationship to the curriculum, but rather as a general educational collection. By 1976, when the Library and the Learning Center merged, cutbacks in University funding had substantially diminished the Center's purchasing power. The merger of the L/LC restored a limited capital budget of $5,000, plus approximately $5,000 from special funds that year, for non-print materials, which allowed for continued development of the collection but at a slower rate than when it was begun. By 1977, the budget for non-print materials had increased to $10,000. In the staff interviews, the Task Force found differing opinions as to whether the present budget is adequate for this portion of the collection. After the merger, the development of the collection began, and continues to be, more directly related to the University's curriculum.

By 1977, the non-print collection contained 611 16mm. films, 604 video recordings, 366 filmstrip/cassettes, 4,315 phonograph records, 2,660 audio cassettes, 133 sound/slide sets, 86 kits, 257 open reel audio tapes, 178 film loops, 20 games and 30 transparencies. Included in this collection are video and audio recordings which were reproduced in the L/LC's Media Services Division, and many of which are used frequently for a limited time after production; subsequently their use drops off or ceases. These tapes can be, and sometimes are, weeded and recycled for maximum use. In the last year or so, because of the increased awareness of the copyright law, the L/LC erased a number of video tapes to comply with the law and its interpretations.

Student and faculty needs concerning non-print materials were determined through the Importance/Success Survey and faculty interviews. Overall, both faculty and students gave non-print materials an average importance rating (faculty, 4.4; students, 3.5). In both cases, the success factor was given a higher rating than the importance factor (faculty, 4.8; students, 3.6). This indicates that the L/LC is meeting the non-print demands of the students and faculty as a whole. However, the Task Force feels patrons need to be made more aware of the availability and uses of non-traditional formats of information.

A breakdown by discipline of the responses for both students and faculty points out disciplines whose success responses were lower than their importance responses. While most disciplines showed a success response which was equal to or greater than the importance response, Physical Education, French, Music and Dramatic Arts showed a large discrepancy in success responses compared to importance responses. Because of uneven response from all disciplines to the questionnaire, an analysis of discipline needs could not be based solely on this source. Information gathered from discipline coordinator interviews reinforced the data in the survey and pointed out additional disciplines which use non-print materials highly. As expected, those faculty members who use non-print materials heavily would like to have more purchases made in their areas. Other than those pointed out by the survey, disciplines which place high importance on non-print materials are English, Foreign Languages, History, Earth Science, Management Science, Chemistry, Physics, Political Science, Music, and Anthropology. A few discipline coordinators made comments relating directly to the non-print collection and their needs. From these comments it is evident that communication between the faculty and selectors is not adequate and there is a need to alert faculty to what is contained in the non-print collection and what services are available to them. Through interviews, faculty and staff expressed dissatisfaction with the quality of the audio cassette tapes produced in the L/LC's Media Services Division. This dissatisfaction was concerned with cassettes which had been improperly erased and reused, causing double audio tracks in sections of the tape.

An attempt was made to compare the L/LC's non-print collection with the collections of other libraries at universities with similar student enrollment, but because of the many variables in purchasing, housing, budgeting, et cetera, among the universities, this comparison proved ineffective.

Archives

The University Archives/Area Research Center existed as a separate unit before it was merged with the Library in 1975. The University Archives houses records of administrative, legal, financial and/or historical importance, including papers of former administrators. Importance is determined by the office of origin and the archivist. Archives is also a repository for physical objects that are part of the history of the University and predecessor institutions. In addition, it houses some audio tapes and video tapes of campus productions.

There has been some inconsistency in deciding whether an item should be sent to Archives, to non-print circulation, or kept in the Media Services Division. Archives would like to house archival copies of productions, from which circulation copies could be made. There has also been some question as to which events should be preserved, in what format, and who should bear the expense of such preservation.

The Area Research Center operates in conjunction with the State Historical Society of Wisconsin. The Center houses 115 manuscript collections, 173 county government record series and papers of individuals, organizations, local governments and businesses; it also contains back issues of local newspapers on microfilm. Manuscripts and original records in the collection are owned by the State Historical Society of Wisconsin and deposited in the ARC. Presently there is a lack of local manuscripts, including business records of local manufacturing firms, according to the staff interviews. The staff interviews also reveal that approximately 65% of the usage of the ARC is by community residents, although certain courses in the curriculum require students to use the collection. According to the discipline coordinator interviews, the faculty and students place a low priority on the UA/ARC.

Recommendations

1. In order to provide comprehensive coverage of all subject areas in the collection; to make the best use of limited funds; to improve understanding among selectors of the collection development philosophy and priorities; to coordinate selection efforts and combine input on budget problems; and to increase communication among selectors and between selectors and the faculty, it is recommended:

   a. that a Collection Development Committee be formed, comprised of all selectors and the Collection Development Officer as chairman, to meet at least monthly, with the first meeting to be held no later than October 1, 1978 (Priority A), and that it be charged to:

      1) draft a written collection policy, with advice from the Administrative Committee, to cover materials in all formats; to cover special acquisitions (e.g., gifts, pamphlets); to define the roles and responsibilities of selectors; to

develop a goals and objectives approach to purchasing (e.g., weak subject areas, new disciplines, et cetera); to set priorities in purchasing (e.g., curriculum-oriented, research, et cetera) (Priority A);

2) develop a mechanism for periodically reviewing and up-dating the collection policy (Priority B);

3) evaluate the periodical collection to determine areas of strengths and weaknesses, and develop methods of balancing the collection (Priority A);

4) study ways of coping with the steady-state budget, including consideration of the following: cost-effectiveness of the various information formats; cut-backs in low-priority and overly-strong areas; cooperative purchasing with other libraries (Priority A);

5) follow up on questions raised by the Importance/Success Survey and staff/discipline coordinator interviews through a more extensive evaluation of the print and non-print collection, using a mechanism more appropriate to the information needed (Priority A);

6) develop methods for obtaining regular input on the collection from the faculty (e.g., interviews, liaison to discipline meetings, questionnaires, et cetera) (Priority C);

b. that the Collection Development Officer encourage inclusion of library resource funding in grants secured by other campus units and continually seek grant opportunities for the development of the collection (Priority B);

c. that published materials acquired for the UA/ARC continue to be purchased through the Technical Services Division (Priority B);

d. that the Head of Archives, in consultation with the appropriate academic discipline or administrative unit, make a general policy decision as to whether tapes of concerts, plays, and other campus events should be permanently preserved in their archival form in the collection, and in which format this material will be produced (e.g., audio tape versus video tape); and that, once this policy decision is made, the Administrative Committee make a decision as to who should bear the cost (Priority B);

e. that the Administrative Committee should establish a chargeback policy for services and materials provided by the Media Services Division (Priority A); and

f. that the Director become more aggressive in securing outside funding for the Media Services Division.

2. In order to keep the collection current and in good condition, it is recommended that:

a. the record collection be examined by competent technical personnel to determine which material should be replaced (Priority B);

b. the Collection Development Committee develop a mechanism whereby non-print materials produced and added to the collection would have a pre-determined shelf life, after which time these items would be retained or recycled according to determination based on consultation with appropriate faculty members (Priority C); and

c. the Collection Development Committee, in consultation with the information services unit, develop a procedure to insure that the reference collection is kept current (Priority A).

Services

Since the services offered by the L/LC will be discussed under headings which would apply to any other library, some preliminary statement should be made as to the distinctive nature of the patrons to whom the services are offered.

The primary patrons of the L/LC are the students, faculty and administrative staff of the University. The two most distinctive characteristics of the student body are the high percentage of part-time students and the high percentage of "non-traditional" (Over age 25) students; the former factor makes the offering of services on evenings and week-ends even more important than they otherwise would be, and the latter requires additional assistance in both basic research methods and in the use of mechanical equipment. The practice of "open admissions" means that many students require a very basic level of assistance in the interpretation of the collection, and the absence of dormitories on campus increases the need for such facilities as study space and typing rooms.

A distinctive characteristic of the faculty is the high percentage of those engaged in research projects. This factor increases the number of telephone inquiries and interlibrary loan requests. The high degree of interest in the production of audio-visual materials on the part of a "creative minority" has placed extensive demands on the Media Services Division. The informational and other service needs of the administration are characterized by the fact that it must concern itself not only with the internal functioning of the University, but also with its relationship to a large university system, the state government, and (for purposes of many grants) the federal government.

The secondary patrons of the L/LC are the individuals and groups of the surrounding community (i.e., Kenosha and Racine counties). Many of the individuals are high school students or graduate students living in the area and taking courses at other colleges or universities; some community patrons use the L/LC in the course of business, while others come for recreational purposes. Groups include schools, other libraries, social service agencies, and voluntary societies. Although the L/LC does not generally establish new services for these patrons (a noticeable exception being the services offered to genealogists by the UA/ARC), it is its policy to extend existing services to the community whenever feasible. In some cases, such as circulation, this extension has resulted in both a significant increase in the volume of services and also a need to adapt policies and procedures.

Throughout the history of the L/LC, the directors have met informally with the directors of other area libraries, and members of the staffs have cooperated informally on an ad hoc basis. In order to promote further cooperation on a more on-going basis, joint committees have recently been established with the public libraries of Kenosha and Racine to deal with the following areas: joint publications, reference services, cooperative use of film and materials in foreign languages, and library use instruction.

Because of the recent and on-going development of new services, plus the University's large number of non-traditional students, there is a need for a more systematic program of publicizing the many services which the L/LC provides.

Organization, maintenance, and accessibility

The twin factors of organization and accessibility are central to the concept of a library, traditionally defined as "a collection of books and other materials organized for use." In order that the collection, once organized, might continue to be accessible throughout an indefinite period of continued use by a variety of patrons, a third factor, referred to here as "maintenance" (in the broadest sense of the term), is also required.

The basic principle of organization for books in the L/LC is the Library of Congress Classification System, adopted at the beginning as being most appropriate for an academic library and also most efficient to implement. Periodicals are arranged by official title at time of publication, with the two most recent issues of currently received titles in a separate area, arranged by broad subject groupings. Non-print materials are arranged by format, subarranged by broad subject groupings (except records). Archival materials are arranged in chronological order as processed. United States government publications, originally organized according to the Superintendent of Documents classification system, are now in the process of being integrated into the regular collection of books and periodicals.

Primary, or bibliographic, access to the collection is by means of a card catalog, located in close proximity to both the entrance and the Information Desk. The catalog covers both print and non-print materials and is divided into three separate sections: author, title, and subject. The shelf-list catalog is located in the cataloging work area, with a duplication of the non-print section located near the Non-print Check-out Desk. Printed catalogs (now noticeably out of date) list certain formats of the non-print collection. All card catalogs are maintained by the cataloging unit of the Technical Services Division. At one time, this unit produced its own catalog cards by a combination of micrographic retrieval and xerographic reproduction. Now, all cards are supplied from a central computer as a result of requests transmitted via OCLC terminal, a service which has led to the discontinuation of the conspicuous red bands on cards for non-print materials. Both staff members and patrons have complained about the inability to distinguish quickly between print and non-print materials in an integrated catalog. There have also been complaints about the discontinuation of the author, title, and subject sections of the non-print card catalog near the Non-print Check-out Desk. At the present time, a limited amount of retrospective addition to the OCLC data base is being done, due to receiving a special grant for this purpose. If this project could be expanded to complete the retrospective coverage, the possibility would exist of providing access to the patron by means of a terminal in the public area or a COM (computer-output microform) catalog.

Two partial exceptions to the system of organization and primary access are periodicals and archives. (A third, but minor, exception is the organization of pamphlets and ephemera by the information unit of Public Services.) The serials unit of the Technical Services Division, once a separate department, is responsible for the organization of periodicals to the extent that it determines both the subject code by which current issues are shelved and the official title by which the backfile is shelved. It is also responsible for primary access to these materials by maintaining a date base from which a quarterly print-out, with monthly supplements, is provided. The recent inclusion of serials in the OCLC data base has made it possible for the cataloging unit to revive this service, although extensive retrospective coverage would be needed if all others are to be represented in the card catalog.

The University Archives/Area Research Center is directly responsible for the organization of the University Archives, which it does locally with its own staff. It is indirectly responsible for the organization of the Area Research Center inasmuch as the Center operates in conjunction with the State Historical Society of Wisconsin, which organizes most ARC manuscript collections in Madison and then returns them to the regional Center. Primary access to university archives is by means of a card catalog and a file of container lists, both prepared and housed in the Archives Division. Catalog cards for ARC manuscript collections are prepared in Madison and copies are filed into both the public catalog of the L/LC and a separate catalog in the Archives

Division. A printed guide, available to the public, describes the holdings in the ARC.

Standards for bibliographic organization consist of the Anglo-American cataloging rules, ALA filing rules, and OCLC regulations. The cataloging staff feels that these are adequate to provide a high quality of service. The built-in complexity of the card catalog at its best requires that a complementary service be provided in assisting patrons in its use. Responses to the Importance/Success Survey indicated a need of 3.8 on a scale of 7 for "assistance from the L/LC staff in using the card catalog," with the same level of need for faculty as a sub-group; in both cases the success was rated as 4.1. This need is filled by the instruction and information units of the Public Services Division: by the former, through systematic instruction in advance of need by means of the Basic Library Skills workbook; and by the latter, through individual assistance at the time of need, including a check of the catalogs in response to telephone inquiries.

Secondary, or physical, access to most books and periodicals is through open shelving distributed over four levels of the building and microform cabinets (on one level). (Microforms for individual periodicals are intershelved with bound volumes.) A small number of items is housed in a locked Special Collections Room; some of these items may be checked out, but most may not. There are special shelves for new books and for a rotating rental collection of recreational reading. Responsibility for checking out items lies with the circulation unit of the Public Services Division, which maintains a check-out desk for print materials on one level, and a second check-out desk for non-print materials and print materials on reserve on another level; access at the latter desk is through a desk attendant.

Other units involved in immediate access are: Archives Division (for all materials housed in its area), Public Services Division's information unit (for assistance in finding materials, for permission to check out reference books and periodicals, and for access to materials in the Special Collections Room), and the various units of the Technical Services Division (for assistance in locating or using materials kept in their areas, such as current bibliographies of trade books or the National Union Catalog). The lack of regular evening or week-end hours for Archives, together with lack of complete coverage in the main catalog, limits the accessibility of materials in this area. Access to the collection of art slides, owned by the Fine Arts Division, but housed in a room of the L/LC, is through a curator employed by that division. The relatively small number of hours that this room is open (12 hours per week) limits access to this collection, and also to that part of the L/LC's own slide collection which is housed in this room.

The interlibrary loan service, provided by the information unit of the Public Services Division, gives access for undergraduates to materials in those libraries belonging to the Wisconsin Interlibrary Loan System; access for faculty members extends to other libraries of the United States and foreign countries.

By the same token, it provides access to UW-Parkside's collection to patrons of other libraries. During the fiscal year 1976/77, approximately 4,000 transactions were handled, of which about 90% were materials received.

A special service relating to immediate access is the paging of items from the shelves, done only for wheelchair patrons or others with physical disabilities. (The intervals between ranges, except in the reference area, are narrower than a wheelchair.) The small number of requests for this service received to date have been handled on an ad hoc basis by either the circulation or the information unit, with no clear policy as to which has primary responsibility. There may be a need for active solicitation of such requests, through signs and/or distribution of printed materials, in order to insure that all needs of this type are being met.

The category of maintenance includes reshelving or refiling of materials after circulation (including internal circulation, which now accounts for half the total); routine shelf-reading, including inventory; dusting, labeling, and related maintenance of the shelves and cabinets themselves; initial binding of periodicals and books published in fascicles; the mending, rebinding or replacement of damaged items; and the replacement of missing items. The function of reshelving is done by the circulation unit, although at one time a special shelving unit was set up because of problems in this area. The heavy use of materials, especially periodicals, has created a situation such that at any given time there is a large number of items which have been removed from the shelves and used (i.e., left on tables or returned to the Check-out Desk) but which have not yet been reshelved, and hence are both unusable and unidentifiable as to their status. Moreover, the open nature of the building's architecture results in a large number of high-use items, such as reference books and current periodicals, being removed to a different area or level of the building. The Importance/Success Survey revealed a high importance placed on the need to borrow books and journals (4.9 and 4.1 respectively, for all responses; 6.0 and 6.2 for faculty), with a noticeably lower rate of success in each category, (4.5 and 3.6 for all responses; 5.3 and 4.8 for faculty). These figures may well indicate not only the absence of desired items from our collection, but also the unavailability of items which are listed as being in the collection. Problems of access related to reshelving and refiling have been improved greatly in the last year by hiring (on an experimental basis) a night supervisor for circulation students, and by providing special shelves on upper levels marked "Please leave books here for reshelving."

Routine reading of shelves is also done by the circulation unit, although the limited amount of student hours makes this program inadequate; moreover, a systematic inventory of the entire collection has never been taken. The periodicals section is an area where mistakes in shelving have been an especially aggravating problem. Responsibility for cleaning and dusting of shelves has devolved upon the L/LC, but without a clear system or sense of responsibility. In the recent past, this need has been handled as a special

project, using high school students whose time was made available to the L/LC under the federally funded Youth Employment Program. Labeling of shelves and microform cabinets is another area of unclear responsibility; it has often been done an an ad hoc basis in connection with major shifts of materials, with little or no relabeling to reflect minor shifts in between.

Binding of periodicals and books is provided for by a binding unit in the Technical Services Division, while mending is done in the division's cataloging unit. In order to save money, many periodical titles are bound in-house by means of the Bro-Dart system, which involves drilling holes and fastening with plastic rivets. This system necessitates a certain amount of rebinding, since the rivets often have to be cut to permit photocopying. Those periodicals that are sent out for binding have to be prepared gradually during the month preceding shipment; thus, a given volume may be out of circulation for as long as two months, including one month during which its whereabouts is known only to the bindery section. Replacement of missing items was once done on a more-or-less routine basis by the acquisitions unit of the Technical Services Division, upon receipt of notification from circulation; although this notification is still made, the information is now generally filed without replacement being made.

A special type of collection maintenance is the cleaning and mending of non-print materials. Some materials, such as films, have been cleaned (but not repaired) on a regular basis, the responsibility shifting between circulation and audio-visual distribution; a machine for repair of films has now been purchased, and responsibility assigned to circulation. Other materials, such as records, have never received routine maintenance, and materials are not routinely checked for condition or completeness upon return. It is therefore impossible to hold patrons responsible for damages or loss.

Facilities and services for use of collection

Two types of facilities are necessary if patrons are to use the collection: work space and equipment. Providing work space involves satisfying users' needs for places to read, write and work. The L/LC has work space in the form of tables, open carrels, and group study rooms. A certain number of enclosed private carrels are assigned on an annual basis to faculty members. Demand for these tends to exceed supply, although results from the Importance/Success Survey indicated a low importance ranking for this service. These carrels do serve as offices for some ad hoc instructors, limiting the number available to full-time faculty. The building is also amply supplied with attractive lounge areas having comfortable furniture of various kinds. According to the Importance/Success Survey, students rated lounge furniture as being of average importance, with success closely corresponding.

A concern of the L/LC staff is that the study facilities adjacent to the reference collection are not adequate for users of that collection. The small

space available is not conveniently located for users of the collection, and is used instead as a general study and social meeting area; it is often overcrowded and noisy.

Results of the Importance/Success Survey indicate that students placed a much higher importance on the study facilities of the L/LC than did the faculty. For instance, students rated the importance of tables at 5.1, with success noticeably lower (4.7). The faculty rated tables at 3.5, with success significantly higher (4.2). This is not surprising since most faculty members have offices and use L/LC facilities (other than private carrels) only occasionally; students rely on the L/LC to provide a place to study, regardless of whether they make use of the collection.

Through their write-in comments on the survey, students expressed a very strong need for a quieter environment in the L/LC. The same need was expressed in the image survey done in the fall by the Study Team. As a result of that survey, one level was designated as a quiet area, with signs and enforcement consisting of a member of the reference staff passing through every two hours. The Importance/Success Survey (taken in January) indicated that these procedures have not been adequate, and that the area, in fact, has not become quiet. This confirms staff observations. Furniture in the area is being moved to break up long rows of tables, but a permanent solution has not been found.

In the Importance/Success Survey, students also attached a fairly high importance to having enclosed private studies (4.7), and group study rooms (3.7). A number of write-in comments stressed the desire for additional group study rooms. At present there are no private studies for students and only four group study rooms. Write-in comments on the survey indicated that a fair number of students would like to be able to study in a relaxed atmosphere permitting smoking, eating, and drinking. Two smoking rooms were formerly available to users, but one of these has been converted to a typing room and the other to a small-group instruction room. Smoking is now permitted only in the brick areas outside the security gates at the two entrances. There seem to have been several reasons for changing the smoking policy: the former smoking rooms were poorly ventilated and therefore not suited for that purpose; the furniture was abused by smokers; and the rooms were needed for other uses. Since the change in policy, L/LC staff members have noticed a marked increase in the amount of smoking done (contrary to posted regulations) in the rest of the building. An increase in the amount of eating and drinking has also been noticed. Since a coffee shop is located immediately outside the lower level entrance to the building, it is felt that this facility should make it unnecessary to provide smoking and eating facilities.

A remodeling project caused a sharp reduction in coffee shop seating space during the last year, providing a possible reason for the increase in food and beverages being brought into the L/LC. The Task Force feels that holding to the policies prohibiting smoking, eating and drinking within the building is

justified for reasons of sanitation, health, and inconvenience caused to other patrons. It hopes that additional remodeling and seating planned for the coffee shop area will help to relieve the pressure presently felt by the L/LC in this area.

Patrons need equipment in order to use the microform and non-print materials in the collection. The size of these collections and reasons for their importance are likely to increase, since heavy reliance on microforms is one way of coping with a steady-state budget. Moreover, a goal of the L/LC is to emphasize and expand the role of non-print media as a provider of opportunities for individualized instruction.

The L/LC has equipment for reading the various types of microforms in its collection, including a reader-printer for microfiche and one for microfilm. Patrons pay for copies they make on the reader-printers; faculty members whose divisions have an account with the L/LC are able to charge the cost. Staff at the Print Check-out Desk provide them with a by-pass key for the coin box and also load the paper. Reference librarians at the Information Desk are often called upon to assist patrons needing help with the microform equipment, as are Print Check-out Desk attendants. Both service points are some distance from the microform area and staff members are not able to observe the area. Reference librarians working at night and on week-ends, when there is only single coverage, must leave the Information Desk unattended in order to help patrons with microform equipment. The UA/ARC also has microfilm reading equipment available for patrons' use. The Archives staff finds it necessary to help most of its patrons with microfilm equipment, generally setting it up for them each time.

Equipment for the use of the non-print media collection is available in the area adjacent to the Non-print Check-out Desk. Most of this equipment is kept in open carrels; sound isolation is possible through use of earphones, although many patrons do not know that these are available. Noise level is high, and distracting to many patrons. Three preview rooms are available for patron use and may be reserved in advance. Attendants at the Non-print Check-out Desk are available to help patrons who ask for assistance with A-V equipment. In staff interviews, some felt that more assistance should be provided in this area. A technician passing through the area routinely finds users watching television monitors that are out of adjustment and experiencing various kinds of frustrations with equipment. The number of filmstrips that are damaged in the area disturbs acquisitions personnel. Much of the damage seems to occur because patrons are not using equipment properly. Staff recommendations ranged from having a floor walker, to setting up all software for users, to offering service more aggressively; circulation supervisors have stated that setting up all software would require staffing to be doubled at most times of the day. One of the problems with providing expert assistance with equipment is the low level of skill of many of the desk attendants. In order to keep scheduling flexible, all circulation attendants are theoretically trained to handle all

assignments. Although most have attended a workshop demonstrating and providing hands-on experience with A-V equipment, including use, maintenance, bulb changing, et cetera, many still do not have enough experience to feel confident about handling malfunctions.

In interviews with discipline coordinators and write-in comments on the Importance/Success Survey, foreign language and music students and their instructors expressed dissatisfaction with the equipment available for playing audio cassette tapes, upon which an important part of their instructional program depends. There are too few cassette tape recorder/players, and many of these are in poor condition. The Music discipline finds these recorder/players, even in good condition, to be inadequate because of the relatively poor quality of the sound reproduction. Some instructors from this discipline have expressed a need for a better kind of playback equipment for use by students in the L/LC, perhaps in the form of good quality stereophonic playback units for cassette tapes, but the L/LC has been reluctant to make such an investment until copyright issues involved in duplicating records have been clarified. The recorder/players that circulate to students receive heavy use, need frequent repairs and tend to wear out quickly. At present the L/LC has not established a regular replacement program for this equipment.

The L/LC also provides A-V equipment for faculty/staff for classroom use of non-print materials. This equipment is circulated by the Media Services Division from two points on campus that are near the majority of classrooms. Faculty/staff members must pick up and return equipment themselves; projectionists are not provided, but instruction is given upon request. The staff in the distribution area feels that many faculty members could profit by instruction in the use of equipment, but workshops offered in the past have been poorly attended. Good self-instruction materials would help considerably. The faculty generally rated A-V equipment and assistance with obtaining it as of average importance; in the Importance/Success Survey, A-V equipment was of somewhat lower importance to students. Success tended to match importance in this area.

Photocopiers, though not technically necessary to use the collection, are included here because many users feel that they have become a virtual necessity. Student and faculty responses agreed in placing a relatively high importance on this item in the Importance/Success Survey. Students felt that the L/LC fell short of success in meeting this need. Write-in comments requesting more copying equipment reinforced this assessment. Some relief for this problem has been provided by permitting students to use the staff copier when the public machine is in use (with an auditron and payment at the Print Check-out Desk.) This use has been increasing as more students become aware of its availability. In addition, many academic divisions have accounts with the L/LC, and their members use the staff copier with a special auditron. When the public photocopier is out of order, the staff copier is moved into the public area. Circulation staff load paper, make change and refunds, and circulate the auditron and handle charges.

The L/LC staff and patrons agree that the equipment that is available for use in the L/LC is not properly maintained. Actually, the L/LC staff (see Appendix N, especially question 17) seems to be much more aware of the problem than the faculty or even the students. One explanation for this may be that faculty members generally use equipment circulated by the Media Services Division and this is more easily, and therefore better, maintained. Students did add a small number of comments to the Importance/Success Survey indicating that equipment often needed repairs. The staff, on the other hand, is continually faced with handling the verbal complaints of those trying to find a piece of equipment that is working properly.

Responsibility for maintenance of equipment has not been clearly assigned. In general, the technical staff of the Media Services Division has been assigned, and has accepted, responsibility for repair of A-V equipment and microfilm equipment, but responsibility for routine maintenance, reporting equipment breakdowns, and making minor adjustments has been confused. Misunderstandings in the entire area have been widespread.

The maintenance/repair situation as it now stands is as follows:

1. The Media Services Division repairs and maintains all of its own equipment (except cameras, which are sent out).

2. The Media Services Division repairs A-V equipment from all parts of the L/LC (except typewriters and photocopiers).

3. The circulation unit maintains (to some extent) the microform reader-printers. Bulbs are changed, fluid added, and many minor emergency repairs are made by the library technician in charge of circulation. Preventive maintenance, cleaning of screens, et cetera, is not being done. A knowledgeable staff member in the Technical Services Division is frequently called upon for minor repairs. It is not clear who should be doing any of this.

4. A-V equipment adjacent to the Non-print Check-out Desk is not given routine maintenance (cleaning of heads, et cetera). A few staff members are able to replace bulbs and clean heads.

5. Photocopiers are under a service contract.

The heads of the Technical, Public, and Media Services Divisions are presently meeting to propose policies and procedures that would improve the maintenance situation, and a procedure for reporting malfunctioning equipment to the technician responsible for repair in the Media Services Division will soon be implemented.

The L/LC staff offered various solutions in interviews and idea exchanges. Often mentioned was the need for written policies establishing responsibility

and setting up procedures for equipment maintenance. Some felt it would be desirable to have those responsible for repairing the equipment (viz., the Media Services Division) assume responsibility for maintaining it as well. Others felt it was important that those closest to the user and his problems (i.e., the Public Services Division) be trained to handle minor repairs, since help from the Media Services Division is not available at all at night and on week-ends, and cannot respond quickly during the day. Other suggestions included having service contracts on reader-printers, and providing users with more and better instructions.

Other services and facilities

The L/LC offers a wide variety of services and facilities which are not directly related to the use of its collection. For example, manual typewriters are available without charge in four typing rooms; the L/LC Director's office is responsible for seeing to the maintenance and repair of these machines. The staff in this office checks the machines regularly and calls repairmen when necessary. Despite frequent costly repair bills, there are even more frequent complaints about out-of-order typewriters and "borrowed" or stolen typewriter ribbons. Given the high level of staff and user frustration, a question was included in the Importance/Success Survey to gauge student interest in having rental electric typewriters available to them. The mean importance attached to this service was 4.3. The Director is currently investigating the possibility of offering this service.

Calculators are also available to patrons. Several relatively old models are housed in a room reserved for their use; the circulation staff keeps them supplied with paper. Nineteen portable models are being made available for check-out at the Non-print Check-out Desk. Other miscellaneous "courtesy" services include providing a stapler and paper cutter, maintaining a lost-and-found deposit, making change for coin-operated machines, et cetera. A coin changer was one of the new services rated relatively high in importance by students in the Importance/Success Survey. According to the student idea exchange, desk attendants would welcome a coin changer, since making change interrupts their primary service to patrons.

A number of display cases in the L/LC are available for displays prepared by campus or community groups. Some help with lay-out and preparation of printed matter to be included in such displays is provided by the student artist employed by the L/LC. A member of the Public Services Division staff coordinates these displays, as well as displays on library materials prepared by members of the L/LC staff.

The UA/ARC serves as the records manager of the campus. It has established and is implementing a campus-wide records management program.

The facilities of the Media Services Division are used by many individuals and groups on campus. The television, audio and graphics studios serve as

laboratories for courses taught in Communications, Education and Music. Staff members provide various levels of assistance.

Individuals involved in class related projects or representing a campus group may use the production equipment in the graphics and audio studios (but not television or photography), if they are competent to do so. The Media Services Division staff will give training and assistance if necessary. Materials are provided by the students. Some independent study opportunities involving the television studio have been arranged. A student group has made heavy use of the television facilities in the past and is currently producing a campus news show that involves about four hours of studio time per week. This group provides its own materials and is charged with personnel costs, as well as half the usual facilities use fee.

Television studios are used to produce programming of a public relations nature to be broadcast over the local Racine TeleCable. Personnel, materials, and facility use fees are paid by the Vice Chancellor's office. Remote color equipment is used to broadcast UW-Parkside basketball games over Racine TeleCable. Most production costs for this latter activity are paid for by Racine TeleCable; Physical Education Division pays a fee for use of the equipment.

In addition to preparing materials for classroom instruction, the graphics/photography studio prepares materials (charts, et cetera) for faculty members who are submitting manuscripts for publication or preparing transparencies and slides for professional meetings. Materials for classroom instruction are provided without charge, but faculty members pay for materials and personnel involved in the latter service. Graphics is also frequently called upon to design posters and programs for campus groups; no charge is now being made for this service.

The engineering unit of the Media Services Division often repairs and maintains equipment owned by other campus groups; no charge is made. This unit also supplies purchasing information for audio-visual equipment to individuals and units within the University.

Audio-visual equipment in the circulating pool, as well as equipment normally reserved for production is used by groups for various special events on campus. Engineering help from the Media Services Division is often needed for set-up and operation. No charge is usually made for these services.

The L/LC performs a wide variety of services for community residents. Its most basic service is issuing to Wisconsin residents a Special Borrower's Card which gives the same circulation privileges as a student's I.D. card, with the exception of interlibrary loan. The reference staff provides community residents with bibliographic information to use in requesting materials at a public library. In addition, local educational institutions, businesses, and social service agencies may obtain an Educational Borrower's Card; this will permit them to borrow, for educational purposes, films and videotapes (not normally circulated off-campus to individuals).

Approximately 65% of the usage of the UA/ARC is by community residents. The ARC houses public records of the area and has an obligation to serve the public. Photocopies requested by the Center's patrons are usually supplied free of charge. The archivist advises local government officials of the statutory requirements for preserving public records and inventories their records.

The L/LC cooperates with UW-Extension by housing equipment for Educational Telephone Network and Statewide Extension Education Network courses. The staff at the Non-print Check-out Desk maintains the equipment for these programs and handles room reservations. The L/LC also participates in UW-Extension's annual Capsule College through the preparation of course bibliographies made up by the information unit staff. This staff also cooperates with local area libraries in the preparation of bibliographies.

Information and instruction

The closely related functions of information and instruction are performed by two units of the Public Services Division. The information unit is responsible for the staffing of the Information Desk, located about 100 feet inside the main entrance, in a direct line of vision from the door. There has been some discussion as to whether this is the most advantageous location. This desk, also known as the "Disturb" desk (from its conspicuous sign inviting patrons to do just that), is staffed by librarians from the Public and Technical Services Divisions for 65.25 of the 93.25 hours per week that the L/LC is open, including double staffing for 35 of those hours. Although 49% of the questions handled at the desk are reference or instructional questions - a higher proportion than that reported by most libraries - a question remains as to whether the use of other categories of staff for a portion of these hours would result in a better distribution of total staff resources.

The Information Desk staff (which includes, to a greater or lesser degree of participation, all librarians in the Public and Technical Services Divisions) assists patrons in the building with both directional and reference questions, including extensive assistance to students doing library instruction workbooks (see below). The staff also answers telephone requests for general L/LC and campus information, ready reference, and checks of the card catalog or serials print-out to see if the L/LC owns a given item or something on a given subject. A number of these telephone inquiries represents referrals from other area libraries, just as L/LC patrons may be referred to them. Although UW-Parkside has a Centrex telephone system, most outside calls for the L/LC come to the Information Desk, which thus functions as a switchboard in transferring calls to the appropriate extension.

The information unit is also responsible for placing directional and other

informational signs throughout the building. The collection of signs has grown over the years in response to various individual needs and should be examined in order to improve its effectiveness in terms of a systematic policy as well as possible improvement of materials, graphic design, location, et cetera.

The program of bibliographic instruction began in September 1972, when a reference librarian was hired with half-time responsibility for developing a program of library orientation. This staff member was given the free time to meet and talk with faculty members, experiment with teaching a variety of classes upon invitation from them, and investigate programs and activities at other colleges and universities.

After nine months of experimentation, the entire professional library staff met for the purpose of developing instructional goals and objectives. The staff decided that an effective program had to have a firm foundation which could lead to logical growth and eventual recognition of the program as a necessary part of library and university service. Also, the staff recognized the importance of having all librarians participate in the development of the program if it were to have any chance for success and longevity.

Based on the experience of the 1972/73 academic year, the administration and staff of the Library, in the fall of 1973, made a commitment to develop a comprehensive program of bibliographic instruction for undergraduates. As a result, during the 1973/74 academic year, a Basic Library Skills workbook was prepared. The purpose of the workbook was to acquaint the student with the basic sources of information that a college student should know, and to prepare the student to use those sources. The philosophy is that:

1. the library has a dual instructional role in the university setting to:

   a. supplement existing classroom instruction and research, and

   b. teach information-gathering skills which will enable students to continue education beyond the formal classroom setting;

2. library instruction should be designed to meet the immediate needs of the student;

3. library instruction is a continuous process.

An orientation slide-tape has been developed to introduce new students, high school students, and community residents to services and facilities available in the L/LC.

Between the main entrance and Information Desk area, colorful two-to-four page guides are available and serve as an informational directory. With the use of

these guides, patrons may gain basic knowledge of the collection, services that are available, and the location of facilities.

The Basic Library Skills workbook has been developed and is now one of the requirements for students graduating from the University. Librarians teach the classes, working with students through a course (English 102) developed to help them gain the library skills necessary to research and complete a term paper. Students also learn to use the microfilm materials and readers available in the L/LC; however, there is no introduction to the use of audio-visual equipment. In addition to the English 102 program, librarians also work with individuals wishing to do these workbooks independently.

A highly abridged program, including an introductory lecture, a self-guided tour, and a brief worksheet has been developed for use in the English 100 course. This course is offered to entering students who are not yet ready for the course in which the Basic Library Skills workbook is used, and is designed to tide them over until they take the more advanced course.

In addition to the Basic Library Skills workbook, course related workbooks have also been developed. These workbooks present to the students major types of reference sources and research methods of their particular discipline. Through course integrated classes, librarians teach students how to secure bibliographic materials and conduct library research in a particular discipline.

The instruction unit also provides individual and group tours to help patrons familiarize themselves with the L/LC facilities. Information sessions are offered periodically to clerical staff members from other campus units to inform them of services that are available to them through the L/LC.

An important new service is the "Discovering Research" program, which provides systematic instruction in the use of the L/LC to classes from area high schools. Although these instruction programs exist, the L/LC does not have a large enclosed instruction room to accommodate large classes.

Up to the present time, implementation of the bibliographic instruction program has been through some form of personal contact with the patron. The program does not include printed or pictorial point-of-use instruction. Instruction at the point of use would reach those patrons who do not receive instruction through personal contact, and would act as reinforcement to those patrons who do.

Through the faculty receptions which are held at the beginning of each fall semester, the entire staff becomes acquainted with new faculty members and can give them information about the L/LC in an informal setting.

The Media Services Division offers instruction on an ad hoc basis to individuals or groups on a particular item or group of related items for which

they have a need. The nature and variety of media-related services requires that instruction be presented by the staff from this division.

The UA/ARC offers group instruction on an ad hoc basis. Because of the variety of materials available, presentations are designed to meet the needs of each particular group. The fact that this area has received a large amount of public records has generated an increased use of the collection by community residents referred to it by local librarians and local government agencies.

Recommendations.

1. In order to improve bibliographic access where information is now out of date, incomplete, or inconspicuous; to expand the points of access; to increase the depth of retrieval; and to avoid problems which may arise from the implementation of the forthcoming revision of cataloging rules, it is recommended that:

   a. the Technical Services Division complete the retrospective input of print titles, including periodicals, into the OCLC data base, and that it investigate the feasibility of inputting non-print titles or developing an alternative data base (Priority A); and

   b. the Public Services Division examine alternatives and develop a program for improving access to non-print materials (e.g., update printed lists; resume red-banding of cards; provide for more detailed access to slides) (Priority A).

2. In order to insure the maximum rate of success in locating materials, it is recommended that:

   a. the Administrative Committee examine staffing patterns so as to provide for a permanent position of night supervisor, and that it assign to this position the supervision of shelving, shelf-reading, and the cleaning and labeling of shelves and microform cabinets (Priority A);

   b. the Public Services Division consider such means of improving the accuracy of the labeling of all periodical volumes and loose issues with a Cutter number, the labeling of shelves with both Cutter number and title, and the integration of current issues into the general periodicals collection (Priority A);

   c. the Technical and Public Services Divisions develop procedures to improve control of materials removed from the shelves for binding, rebinding, mending, et cetera (Priority B);

   d. the Technical Services Division develop a program for conducting a continuous inventory of the collection (Priority A); and

e. the Public Services Division draft a list of structures (e.g., signs, more conveniently located study tables within the reference area) for approval by the Administrative Committee, to encourage the use of periodicals and reference materials within their respective areas (Priority B).

3. In order to insure that materials are both complete and in good condition, it is recommended that the Public Services Division develop a program, for approval by the Administrative Committee, as to which non-print materials are to be cleaned and/or repaired, and how; and that it develop procedures for inspection of materials upon return (Priority B).

4. In order to insure that equipment necessary to provide access to the non-print and microform collections be adequately maintained and available for use at all times, it is recommended that:

a. the primary responsibility for equipment maintenance and repair be assigned to the Media Services Division;

b. the heads of Public and Technical Services Divisions assist the head of the Media Services Division in designing and monitoring a comprehensive maintenance and repair program which will include written policies and procedures, a plan for all L/LC staff members who have direct contact with users in the operation of equipment and in the handling of emergency repairs, and regular replacement of heavy-use equipment such as cassette tape recorder/players (all Priority A).

5. In order to insure that the possible inability or reluctance of patrons to operate equipment not be a factor limiting access to the non-print and microfilm collections, and that non-print materials not be damaged due to misuse of equipment, it is recommended that:

a. the Public Services and Media Services Divisions cooperate in designing and producing materials for self-instruction in the use of A-V equipment and in placing such instructions with each piece of equipment, including those which circulate to classrooms (Priority B);

b. the Public Services Division train staff at the Non-print Check-out Desk to actively seek out patrons needing help with equipment and to consider this as one of their primary duties (Priority B); and

c. the Public Services Division consider the ready availability of assistance to users of the microform reading area to be a goal in any future rearrangement of facilities within the L/LC (Priority C).

6. In order to provide patrons with a quiet environment conducive to study and concentration, it is recommended that:

a. the Public Services Division devise methods of providing a quieter work environment within the L/LC, including the possibility of providing more group study rooms by consolidating typewriters into a single area (Priority A); and

b. the Public Services Division, in consultation with the Media Services Division, design procedures which encourage the use of sound isolation equipment with A-V equipment, giving serious consideration to the possibility of attaching earphones permanently to equipment (Priority B).

7. In order to provide services to patrons which they consider to be highly desirable and which would also mean a significant savings of staff time and service fees, it is recommended that the Director actively pursue the possibility of providing rental electric typewriters, a second photocopier for patron use, and a coin changer (Priority A).

8. In order to provide a comprehensive program of services and insure the efficient use of staff resources to provide these services, it is recommended that:

a. each division conduct an annual inventory of all services offered by the division; and that the Administrative Committee coordinate the execution of services and serve as a clearinghouse for new services and, when necessary, take the initiative in suggesting the evaluation of present services or the implementation of new services (Priority A);

b. the Public Services Division examine the staffing and location of the Information Desk in terms of types of information requested, use of staff time, patron traffic patterns, et cetera, and make necessary adjustments to provide the most efficient service (Priority B); and

c. the Assistant Director, Collection Development Officer, and the head of the Public Services Division continue to examine opportunities for cooperation with area libraries (Priority C).

9. Because of the increasing interest in and demand for library instruction for University classes, high school classes and local community groups, it is recommended that the Director and the Public Services Division continue efforts to secure adequate permanent classroom space within the L/LC for both large and small groups (Priority B).

General Recommendations

In order to publicize services and the collection, and to increase physical access to them (keeping in mind the large and growing number of part-time students and the University's mission to serve the entire community, including the physically handicapped), it is recommended that:

1. the Director arrange for the transfer of materials now housed in the Special Collections Room to the area of the Archives Division (Priority C);

2. the Director charge the Archives and Media Services Division with establishing regular evening hours at least one night a week (Priority B);

3. the Director arrange for the transfer of those L/LC-owned slides now housed in the art slide room to the area of the Non-print Check-out Desk (Priority C);

4. the Public Services Division establish procedures for services to the physically handicapped, and publish the availability of these services (Priority A);

5. the Collection Development Committee examine the materials in the Special Collections in order to transfer those materials which do not need extra security to the regular stacks (Priority C);

6. the Collection Development Committee establish procedures to notify interested persons of recent additions to the collection (Priority C);

7. published materials purchased for the UA/ARC be entered in the card catalog (Priority B);

8. a policy handbook be written by the Media Services Division (Priority A);

9. the Public Services and Media Services Divisions examine those areas where point-of-use instruction is most needed (e.g., non-print, microform equipment and materials, card catalog, basic resource materials) and implement a program to meet these needs (Priority A);

10. the Public Services Division, in consultation with the Media Services Division, examine the current sign system in the L/LC in terms of patron needs, traffic flow patterns, physical appearance and location of signs; and that an improved system of signs be implemented as a result of the study (Priority B);

11. the Director charge the coordinator of publicity with developing and implementing a publicity program for all L/LC services and collections (e.g., column in school newspaper; newsletter, promotional bookmarks; faculty interviews; liaison to discipline meetings, et cetera)(Priority B).

TECHNOLOGY AND FACILITIES TASK FORCE

Technology

Introduction.

Any person or group preparing a report on technology or technological advances immediately becomes aware of the fact that the subject is so large, so complex and so prone to changes and advances, that it is very difficult, if not impossible, to make definitive statements and/or recommendations. In this case, the Task Force was charged with reporting on two areas of technology, namely automated computerized systems for library operations, and audio-visual systems for instructional purposes. While both use recent technological advances, they are very different from one another, and each requires a separate scope of knowledge. The two types of technology do share the complexity, growth and improvement of knowledge in the field, and a proliferation of applications which result from this knowledge. For these reasons, this report will be more a generalized overview of the current state of the art than a series of specific recommendations.

Because the computer industry continually offers improvements and refinements in the systems already on the market, we have tried in this report to project from two to five years ahead, and to evaluate systems in long-range terms.

An important fact that emerged from our study is that computerized systems and audio-visual systems (i.e., automated data bases, television broadcast facilities) are resources that can and should be shared with other libraries. This is a trend that is growing and will continue to do so because of the large investments in time and money. This pooling of resources broadens the range of services each individual institution is able to offer.

The data for this report was drawn from the literature; from interviews with Computer Center personnel, as well as other knowledgeable faculty and staff in the library and on campus; and from conversations with other academic libraries in the state that have had some experience with systems already installed. In addition, we were particularly fortunate to have several members on the Task Force with a great deal of expertise in these areas, and we drew heavily on their knowledge and experience.

Automated circulation systems.

There are a number of automated circulation systems on the market at the present time, each with its own set of advantages and disadvantages. Depending upon the choice, a system could be connected to the campus Computer

Center, or it could be a completely independent unit. In either case, automation would require a major financial investment, but would be expected to bring an increase in efficiency and services to the Library/Learning Center.

To automate circulation with an on-line system using the equipment now in the Computer Center, it would be necessary to purchase a control unit, additional storage and two or three terminals. Student, faculty and staff patrons are already in the data base of this system, and community patrons need only be converted from punch cards to an on-line data base. Putting the 200,000 titles now in the collection on line is well within the technology, but would be a costly, time-consuming job. The L/LC expects to have 20% of its holdings in the OCLC data base by September 1978. A major portion of the remaining collection would have to be added to the data base before the system becomes operational, although some titles could be added after the system is working in the same way that new acquisitions are added.

An alternative method of automating circulation is purchasing a complete system from a vendor who sells packages especially suited to library use. In some cases the package contains both hardware and software; in others the equipment and programs are purchased from different vendors. In either case, the system is prefabricated and the library generally must adapt to the system rather than vice versa, since making changes in such a system almost always leads to operational problems.[1] An automated system, however, would offer the following advantages:

1. Fewer student employees would be needed to man the circulation desks, thereby freeing them for other jobs, i.e., shelving and shelf-reading, an area in which the Circulation Department is understaffed, particularly at times of peak usage.

2. There would be a reduction in the high rate of human error, since the automated system would eliminate the need to file check-out cards.

3. The status (or location) of any item could be established immediately upon patron inquiry.

4. Delinquent borrowers would be identified immediately and denied additional loans.

5. Overdue and fine notices would be sent out without delay and would be more accurate.

1. Barbara Evans Markuson, "Granting Amnesty and Other Fascinating Aspects of Automated Circulation," American Libraries, (April, 1978) 207.

6. The system would provide and store statistical information.

The manual system now in use in the L/LC can accommodate up to 10,000 items checked out. At peak times approximately 7,500 items are checked out. Patrons rarely, if ever, have to wait more than a few minutes for service, although they are required to take the time to write a check-out card for each item. It would seem, then, that unless there is a considerable increase in enrollment, the present system is adequate in terms of checking materials in and out.

With the entire campus on a "steady-state" budget, the question of funding an automated system looms very large. The opinion of the Director was that he could not be optimistic about the University making a commitment to spend in excess of $100,000 for an automated circulation system. A less expensive system (in the neighborhood of $35,000 to $50,000) could possibly be envisioned, but for any system, at any price, a very strong case for cost effectiveness would have to be made. A system that connected to the campus Computer Center would probably be looked upon more kindly, but the same constraints would apply.

Recommendation

The Task Force felt that it was not within the scope of this report to recommend a particular automated system for circulation. However, since automation is almost certainly in every library's future, and since the lead time for a system to become operational can vary from several months to several years, it is recommended that the Director set up a committee or study team now for an in-depth investigation of the various systems available, their cost, and application to specific needs. Such a study should include complete information from vendors, visits to other libraries using automated systems, and advice from professional consultants.

OCLC (Ohio College Library Center) technology

Since February 1976, the L/LC has participated in the National Network OCLC. At present the L/LC is using the on-line OCLC system for three different functions: cataloging, interlibrary loan and acquisitions.

The majority of OCLC use at UW-Parkside is for cataloging. All new acquisitions are searched in the data base, and information on holdings, et cetera, is added to the master data base; at the same time a separate data base called the "Archival Tape" is created, containing data for the L/LC's own use. At the same time catalog cards can be ordered. These are printed by the computer and sent daily through the mail. This operation has functioned routinely since February 1976 with books, and since February 1977 with non-book materials

(records, video cassettes, et cetera). Since August of 1977 new serials and changes in serial titles have also been cataloged on the OCLC system.

Beginning in February 1978, the Catalog Department embarked on a slightly different project termed "retrospective conversion." This involves searching in the data base for materials cataloged before the use of the OCLC system, adding holdings to the data base, and creating a machine-readable archival tape of the collection.

The interlibrary loan staff of the Public Services Division presently uses the OCLC terminal to verify bibliographic data and to search for holding libraries for requests that cannot be filled through the WILS system. This information is then teletyped to WILS in Madison or to other libraries.

Staff in the acquisitions section of the Technical Services Division also use the OCLC data base to search for difficult or problem book requests. Only the exceptional request is searched in the OCLC data base before the item is ordered because the present acquisitions procedures do not require orders containing exact author entry or other bibliographical detail. The fact that many entries do not contain price, ISBN, or availability information also limits the usefulness of OCLC for the acquisitions staff.

There will be forthcoming from OCLC within the next three years some important new advancements called the "sub-systems," which the L/LC should be aware of and planning for in the near future. Potentially, the most important new system coming from OCLC will be the interlibrary loan subsystem. Using this system an operator will be able to locate an item in the data base, prepare an interlibrary loan request and send it via the member computer network to WILS or directly to selected libraries holding that item. Lending institutions will be able to reply to interlibrary loan requests through an electronic message system that will use the present CRT terminal. The most important advantages of this system are that it will keep on-line all of the necessary on-order files, received files, and overdue files necessary for an interlibrary loan system; eliminate the keying of bibliographic citations; and speed message transmission. It has been estimated that the cost per interlibrary loan transaction will be less than one dollar. This cost would include on-line file storage, message transmission, and communications charges. If the L/LC were to participate in this OCLC ILL system, the staff time required for filing and typing could probably be reduced by ten to fifteen hours per week. The L/LC would probably not need to maintain the present TWX (now renting at $120 monthly). If all materials could be cataloged using the OCLC system, ILL search could ascertain not only precise bibliographic data, but also availability of an item already in the collection, eliminating the requests for these items. Unfortunately, the interlibrary loan sub-system will not pack and unpack books, notify requesters when items arrive, or, as the system is presently structured, keep track of periodical requests by title.

Within the next five years OCLC will develop an acquisitions control system. This system will have two main components: an automatic order system which will probably result in a purchase order being transmitted electronically to selected vendors or major publishers, and a bookkeeping function which will keep track automatically of all the libraries' materials, budgets, accounts, encumbrances, et cetera. As with the interlibrary loan system, the major benefit of the acquisitions system will be keeping the majority of the files needed on line and updated automatically. The current cost for the system is in the neighborhood of one dollar per transaction. This would include the cost of the on-line files and transmission of purchase orders to vendors. There may be a separate charge for printed purchase orders, such as the charge for catalog cards. The advantages of this system are:

1. the elimination of the keying of data for purchase orders of material in the data base,
2. the ability to search, at one time, the card catalog and the on-order file,
3. the automatic filing of on-order files, outstanding files, completed files, et cetera,
4. the substantial reduction of paper, postage and attendant costs, and
5. the availability of up-to-the-minute accounts.

The system will not, however:

1. pack and unpack books,
2. decide what materials to purchase,
3. tell what is in print and the cost (if the item is not cataloged into the system originally), and
4. approve and file invoices.

Further advancements will be made by OCLC to the serials control sub-system. The check-in component of this sub-system has been operational since January of 1977, and about 160 libraries are currently using it. Most large libraries are not using it, however, because of the cost of cataloging serials into the data base, and because local systems offer more services and options. Within five years OCLC will improve the serials control system. Unlike that now available, it will include an automatic claiming system and binding system. When these enhancements have been added to the serials system, it may be well worth the investment for the L/LC to use the OCLC serial system and abandon the present serials control print-out that is compiled by the Computer Center. The possibility of participating in this system should be planned for, and the present efforts to enter serial records into the OCLC data base should be continued.

OCLC has been given a grant to study the feasibility of linking its data base and terminal communications system with other on-line bibliographic data bases such as MEDLINE, Lockheed, and SDC. It is anticipated that such link-up of data bases is technically possible; however, because of the politics and economics involved, it remains in the distant future. In its long-range plan (June 1977) OCLC announced that subject access and circulation sub-systems would not be implemented until installation of new technology.

Not to be forgotten in the midst of all the new sub-systems of OCLC is the cataloging system, the original and most heavily used of the sub-systems. As OCLC has done in the past, it will continue to enhance the cataloging system so that it will become even more useful and important to libraries than it is at present. Some expected improvements are the ability to add information to an already-existing, but incomplete record; the retrieval of location and holdings information; the rearrangement of location symbols into a more logical sequence; and the beginnings of an authority control system.

Recommendations

1. In order to aid the introduction of new OCLC systems and create a machine-readable data base that can aid implementation of other automation projects (circulation, COM catalog, et cetera), it is recommended that the L/LC continue to seek funding for the retrospective in-putting of the L/LC's holdings.

2. In order to aid present ILL activities and permit future participation in the serials system (if it becomes feasible), it is recommended that the L/LC continue to do serials cataloging through OCLC to build up a machine-readable data base of serials information.

3. It is recommended that the L/LC explore with WILS and other libraries the possibility of participating in the interlibrary loan system and making a commitment to the system early enough so that a request for a terminal for use by the Public Services Division can be placed in the waiting line for new terminals.

Automated catalog

Many aspects of traditional card catalogs are under increasing scrutiny by management-minded librarians. Some of the problems of producing and maintaining the traditional card catalog are the ever-increasing staff costs, the lack of multiple copies, the lack of ease in scanning, and the difficulties presented by the Library of Congress and other large research libraries in closing their catalogs. Maintenance includes keeping up with constantly changing subject headings and entries. This often produces cumbersome "see-

reference" structures and delays in up-dating the files. Several libraries have found that a COM (computer output microfilm) catalog can solve many of these problems at an initially expensive, but ultimately cost effective outlay. (A COM catalog is a computer-formatted arrangement of bibliographic entries recorded on microfilm, wherein several entries may be displayed for each title in the data base and one or more of the entries contain(s) unit-entry information.)

The major step in automation is putting the L/LC's collection data into machine-readable form, a process already begun through OCLC. Continuing the retrospective conversion program would better prepare the L/LC for future technological changes involving circulation, serials and acquisitions, and cataloging. The conversion is a costly, time-consuming procedure. However, once the catalog is in machine-readable form, and a suitable program has been written, the cost factor becomes more reasonable. Carleton University produced a COM catalog of their shelf list for $750, excluding conversion costs. Their COM catalog consists of a single line per entry which includes call number, reference date, publication date, and abridged author-title and volume-copy-location identifiers for each volume. After the master COM catalog was produced, copies of the entire shelf list could be duplicated for $10.00 each. Other formats are available depending on the individual library's needs, e.g., author, title and subject indexes could be produced to supplement a COM shelf-list.

The advantages of a COM catalog are almost the complete opposite of the disadvantages of the traditional card catalog stated earlier. Space needs are reduced drastically; multiple copies can be readily distributed; and manual filing and updating of cards are handled by the computer. Staff is freed to keep current with subject and entry changes, thus providing better service to the user. An economically feasible method of updating the files is to run a monthly cumulative supplement to the base catalog. One library stated that their catalog was updated 50% after switching to a COM catalog. Browsing in the catalog is enhanced since each frame contains multiple entries. Because back-up copies of the catalog are easily available, catalog security is no longer a worry. Serials and other applications are possible also, as other libraries, such as UW-Stout have discovered.

With the coming of the revised Anglo-American Cataloging Rules in 1978, and the projected closings of the catalogs of the Library of Congress and the main campus of the University of Wisconsin, UW-Parkside's library will have additional problems in maintaining its present catalog. The University of Wisconsin is considering a COM system as a viable solution to their enormous problems. If it were possible to work with this campus in the planning stages, UW-Parkside would be in a more advantageous position.

Some possible disadvantages of a COM catalog include user and staff resistance, the problems of abridged entries, the expense of readers, and placing

the library at the mercy of a computer service bureau which could schedule changes or price increases without regard for the library. Other libraries who have already switched to a COM catalog have not experienced any great difficulties. However, one warning about automated catalogs must be voiced and that is the importance of having an authority file established. Computer logic is extremely literal and the success of any such catalog will be based on the computer "knowing in advance" that Eliot, T.S. is the same as Eliot, Thomas Stearns, and filing accordingly.

Because the L/LC shares with other libraries many concerns about card catalog production and maintenance, a COM catalog might be very advantageous for UW-Parkside. For example, the author file, after barely six years in a new building, now requires an additional unit, upsetting the symmetry and causing a major card shifting project. In addition, the need for catalog security has been expressed by this administration as well as that of other campus units, and subject and other revisions now require actual handling of all affected cards.

Some approximate costs incurred by the L/LC this past year when about 9,000 volumes were cataloged include $1,755 in catalog cards and $2,500 in student wages for filing those cards. Student hours eliminated by the production of a COM catalog could be transferred to other less adequately staffed L/LC operations, such as shelving.

The actual costs of such a project cannot be accurately stated at this time, but the literature gives the following estimates: based on an average of 132,500 titles, the cost of five reaccumulations per year would be 46.7¢ per title; a yearly accumulation with four cumulative supplements would be 12.4¢ per title. That comparison shows what kind of updating is currently economical. Other costs depend on decisions made in regard to the following conditions:

1. Choice of microfilm or microfiche. One consideration is the file integrity of roll film versus the microfiche flexibility needed for distribution; another consideration is that most film readers are more expensive than fiche readers.

2. Type of indexing technique.

3. Use of positive or negative film.

4. Reduction ratio -- compatibility with other library microforms and equipment.

5. Type of film -- silver, diazo or vesicular.

6. Selection of a COM service bureau: does it provide quick turn-around time, software, retrospective conversion, updating and maintenance of the data base, authority control, or a list of cards for titles added between COM updates?

Recommendations

It is recommended that the L/LC:

1. Continue to seek funding for the retrospective in-putting of the L/LC's holdings into OCLC.

2. Consult with the appropriate staff at the University of Wisconsin at Madison to monitor their possible COM project.

3. Pursue the establishment of a name authority file through consultation with system librarians and current literature awareness.

On-line bibliographic searching

Since the first bibliographic data bases emerged in the early 1960's the market has mushroomed with over 300 different data bases currently sold for use by businesses, universities and government agencies. Systems Development Corporation, a principal vendor of data bases, states that the number of data base searches conducted yearly has been increasing at a rate of 50% and that academic libraries originate approximately 29% of those searches.

On-line bibliographic searching has increased rapidly in recent years in response to a combination of trends and developments forcing major changes in library operations.

1. The current information explosion has resulted in an avalanche of scientific and technical literature published and an increased difficulty in accessing this information.

2. The increasing cost of acquiring this literature has resulted in resource sharing and communication networks to handle the sharing.

3. New production techniques of publishing traditional indexes involve the creation of magnetic tapes which can then be readily applied to on-line bibliographic searching.

4. The cost of acquiring computer equipment for on-line searching has decreased dramatically.

5. The growth of commercial services has provided efficient and inexpensive nationwide access to many data bases.

Data bases are defined as an organized set of machine readable records containing bibliographic data. When a data base is searched, the resulting printout includes a list of bibliographic citations and often abstracts of

any material in the data base related to the subject being searched. Thus, most data bases make available the same information as printed indexes and are often simply on-line versions of printed indexes. However, because of the computer capabilities of on-line searching, these data bases offer several strong advantages:

1. The researcher receives a personalized list of citations which exactly fit his/her needs as expressed in the search.

2. On-line searching takes only a fraction of manual search time and is estimated to be half as expensive.

3. The researcher can be confident that he/she has not overlooked any important citations.

4. The data bases are more comprehensive, deeply indexed and rapidly updated than printed bibliographic tools.

5. Skilled searchers can combine terms, concepts and strategies in ways that are extremely difficult or impossible during a manual search.

6. An interactive, machine-aided search can be expanded, narrowed or redirected instantly on the basis of achieved results.

7. A single search can cover both current and past literature as opposed to dealing with numerous volumes of printed indexes.

8. On-line searches offer Selective Dissemination of Information (SDI) capabilities. That is, an interest profile of a user can be stored in the computer. Whenever the data base is updated, the computer can be searched to locate any new articles matching the profile. The user can then be sent a print-out of the latest publications in his/her subject area.

Data bases, however, are not yet the panacea for all bibliographic searching problems. There are several shortcomings. First, the searcher still faces the same problem inherent in printed indexes: tracking down the documents once the citations are in hand. Then the complex question of who should pay for this service must be dealt with. Finally, the undisputed add-on expense of bibliographic searching must be considered, since it can significantly increase the demand for conventional services such as interlibrary loan.

At present, the L/LC plays no role in on-line bibliographic searching. It does not offer on-line services itself nor does it have up-to-date information on hand concerning on-line services available in neighboring areas so that informed referrals can be made to potential users.

There is one division on campus which occasionally provides search services.

The Computer Center offers the WISE service of the ERIC data base upon request. Since UW-Parkside's computer system is tied into UW-Madison's Academic Computing Center system which handles the WISE program, the Computer Center can easily give this service as long as one of its staff members is willing to conduct the search. It is not widely known on campus that this service is available, and the Computer Center has only conducted a few searches per year for faculty members and the Racine Planning Council. The user is charged for all direct costs of the WISE service, including connect time, communication costs and off-line printing charges, if any.

Before deciding whether or not to initiate on-line bibliographic searching, the L/LC needs to consider carefully the following issues:

1. L/LC costs
2. Potential users
3. User charges
4. Faculty support
5. Selection of services

Only the smallest sampling of faculty opinion has been gathered. A complete survey of the faculty would need to be made to determine who is interested in on-line searching services; what type of data bases would be most useful to them; for what purposes they would use the services (SDI and/or retrospective searching); how often it would be used; and how much users would be willing to pay.

Because UW-Parkside is only beginning to offer graduate programs, and because undergraduates tend to use computer searches infrequently, there is probably little demand at present for these services among students. This is, however, an audience which should be monitored regularly to determine the extent of their needs.

Beyond the UW-Parkside campus, the L/LC may want to look into the possibility of getting area libraries and/or businesses to support such a service. This support could be in the form of providing additional users or contributing some form of financial support to staff training and/or other overhead costs. After surveying potential users on- and off-campus, the L/LC could determine if undertaking on-line services would be a worthwhile endeavor at this point. If so, it could then determine how it would offer these services: either independently, with informal arrangements with other libraries and/or businesses, or with formal agreements with other libraries and/or business, including cost sharing.

The L/LC would need several pieces of equipment to initiate on-line services. The most expensive item, a printer terminal, is already owned by the L/LC. An essential piece of equipment for searching is a modem to interface the communication system and the computer system. An acoustic coupler which costs from $100 to $200 (or rents for $7.50 per month) would suffice. Finally, a quiet site for conducting the searches would have to be selected. This may involve allocating an office used for other purposes to the service, or setting up an area with partitions. A desk, chairs and a shelf for manuals would be needed as well as a nearby telephone.

Another cost consideration would be staffing. A person who had experience in computer searching would have to be hired, or a current staff member trained. If the L/LC should decide to take over the ERIC searches from the Computer Center, the training process would be minimal. The training manuals are free and both UW-Parkside's Computer Center and UW-Madison's Academic Computing Center are willing to assist the L/LC in staff training. The only training cost, then, would be computer practice time.

For multi-data base services, personnel training is a more expensive and important consideration. A true specialist is needed. The costs entail initial training sessions by the vendor, computer practice time, special training sessions in individual data bases, and periodic refresher courses. Libraries already offering this service may be willing to assist in staff training by allowing the L/LC staff member to observe and assist in their searches. The L/LC would also need to subscribe to appropriate data base manuals and user newsletters so that the searcher could remain informed.

The L/LC would have to set up billing procedures, including forms, mailing and staff. Charge-back procedures currently being developed by the Administrative Committee for other areas could be adapted for this purpose.

Extensive publicity before the service begins and once it is in operation is necessary. The L/LC would have to expect to pay the expenses of printed promotional materials, as well as computer demonstrations.

A cost-saving feature of this on-line service is that it could allow the L/LC to stop subscriptions to certain expensive indexes, which would then be available on-line. Old volumes of these indexes could not be discarded, however, since most data bases cover only the past several years. A problem which would result is that users would be charged for a service that was formerly free. The L/LC could consider covering the search charges for any data base for which it had stopped the printed index. The L/LC would still save dollars, considering the high subscription price of many printed indexes.

The L/LC would also have to look into the complex issue of charging users for this service. Some libraries have been able to offer these services free of charge, or at greatly reduced rates, using library funds, university funds,

or grant monies to accomplish this. The L/LC could investigate grant possibilities, if only for staff training and initial expenses. Any innovative approach to on-line services, such as a cooperative venture with area businesses and/or area libraries might increase the chances for grant funding.

Most academic libraries offering search services charge users for full direct costs, including connect time, communication costs and printing charges. Some feel it is important to charge users from the beginning, so that false expectations for long-term free services are not created. A few libraries also charge users for indirect costs, such as staff time, telephone and mail costs. The L/LC would have to make a policy decision on this issue.

An important element in the success of on-line services would be faculty support from the earliest stages, since they would constitute the main user group on campus. The Computer Advisory Committee could be of great use to the L/LC in this regard since it is composed of computer-oriented faculty members. This group could serve as a sounding board to the feasibility on campus of on-line searching and serve as an important communication arm with the rest of the faculty. The Computer Center recently created several sub-committees to investigate future computer needs on campus. Therefore, input by the L/LC to the Committee concerning on-line searching would be timely.

In considering which on-line service or services to subscribe to, the L/LC should first analyze its user survey. If the majority of support comes from the education and social science faculty, the L/LC may want to subscribe only to the ERIC data base initially. If users' needs are varied, the L/LC may consider subscribing to more than one vendor service, e.g., both Lockheed, which has a wide selection of science and business data bases, and BRS, which offers a limited number of data bases requiring less staff training.

Recommendations.

1. At minimum, the L/LC should become more informed about the types of data bases available, and which libraries in the region offer access to them. The Public Services Division should develop a file of such information.

2. The Public Services Division should investigate further on-line service possibilities for the L/LC. The Division should:

   a. prepare a survey for faculty and students to determine the number of potential users, frequency of use, and data base preference;

   b. meet with faculty groups, including the Computer Advisory Committee, and faculty disciplines, to get further feedback from faculty about their interest in on-line service;

c. survey area libraries to determine possible community use of on-line services;

d. survey area businesses active in research to determine their interest in and need for on-line searching;

e. consider joint agreements with area businesses and/or libraries for on-line services;

f. research grant opportunities both on- and off-campus for possible funding for on-line searching; and

g. contact major distributors to determine exact current terms of agreement for services.

Software maintenance program.

When the Library and the Learning Center merged to form the Library/Learning Center in 1976, the new organization acquired a substantial collection of audio-visual software consisting of phonograph records, audio cassettes, 16mm. films, filmstrips, and videotapes. These materials now circulate at the rate of approximately 1,000 items per month and have been used effectively to support curriculum in various disciplines. In addition, the films and videotapes are circulated to schools, social agencies, libraries and businesses in the community.

This collection represents a large investment of money, and since it has a finite life span, it requires a certain amount of maintenance to sustain its value. In spite of this fact, the only software that is currently being maintained in any way is the 16mm. film collection, which is cleaned and repaired after each use.

The rationale for a more comprehensive system of protecting and preserving the software collection includes the following points:

1. money used for the replacement of damaged software could be diverted to new acquisitions, thereby enhancing the collection;

2. the technology and equipment are available at a comparatively low cost and can be implemented with very little employee training and/or preparation.

Phonograph records. The phono-disc collection, consisting of 4,315 long-playing monaural and stereophonic record albums, represents an investment of approximately $21,500, and the collection is growing by an average

addition of $25.00 per month. Since this collection and the in-house record playback system are currently controlled through the Non-print Circulation desk, a record maintenance program in this area could be implemented using relatively inexpensive, simple-to-operate audio technology. The following advantages would result:

1. Improvement of the present condition of records and lengthening of their life span.

2. Improved availability because of increased accessibility.

Audio tape. There is a variety of audio tape head demagnetizers on the market (price range: $6.00 to $20.00) which demagnetize all types of tape heads. They are used in conjunction with a magnetometer (price range: $40.00 to $100.00) which measures residual magnetism on heads and tape guides. Together they constitute a systematic procedure for audio hardware maintenance. Future pruchases of tape with self cleaning leaders would serve to keep tape heads clean.

35mm. format. A disc preener brush and a destaticizing ionization spray device (recommended for purchase for a record maintenance system) would serve as excellent tools for cleaning 35mm. film quickly and effectively.

Videotape. Machinery is available to clean, restore, and evaluate the condition of video tape in very little time and with little effort. The system is completely self-contained and can clean and improve pre-recorded signals without alteration or erasure of signal; can selectively erase any portion of the tape; can spot and evaluate major and minor tape damage, and give accurate length-of-play time. The procedure takes six minutes and is done after each use. Since it is automatic, operator training is not necessary. The price of the unit is $5,000, which is not prohibitive considering the value of the videotape collection, and the fact that failure to maintain it will result in a loss of quality, eventually making it impossible to recycle the tapes.

Recommendation

It is recommended that the Public Services Division develop a maintenance program by January 1, 1979, for phonograph records, audio cassettes and videotapes, considering some of the suggestions in this report.

Radio Frequency (R.F.) Distribution System.

The Radio Frequency (R.F.) Distribution System was originally proposed by the administration of the University and the Learning Center in 1973. Funds were

set aside for the system from the start-up monies allocated for equipment to be installed in the library building. The system was to provide for fifteen off-air public and commercial television stations (originating from Chicago and Milwaukee); FM signals (National Public Radio and commercial programs); and the origination of twenty television programs (such as live studio productions, video tapes, message channels, and test signals) from the distribution operating center in the L/LC to monitors in classrooms, public areas, and the L/LC. Communication between viewer and distribution was to be by telephone.

However, a series of events occurred which interfered with the development and completion of the system as it was envisioned. They are a delay by the State Central Administration; a change in the UW-Parkside University administration as well as L/LC administration due to merger; severe budget cutbacks campus-wide, and the effects of inflation during the five-year period since the project was conceived, which reduced the purchasing power of the funds originally allocated.

The final phase of the project is now being reassessed in order to determine what alternatives can be found to complete the installation. The system offers a number of future possibilities because it is designed to function not only as a distribution system, but as the central operating center for cable television service. Access to the cable would provide the University with the means for extending the delivery of instruction to traditional and non-traditional students and further university involvement with the community. The future possibilities include:

1. an interconnect to the Racine Telecable System which would provide access to all of their channels and a nationwide satellite network;

2. a cable television system for the city of Kenosha; and

3. access to UW-Parkside computers from a home terminal.

Opinions of the R.F. Distribution System vary on the UW-Parkside campus. In its report dated July 1, 1977, a faculty ad hoc Committee on Media Production expressed doubt about the effectiveness of the system for several reasons: it could not be used campus-wide because allocated funds are not sufficient to wire all classrooms and provide them with receivers; it lacks flexibility because machines could not be controlled (turned on and off at will) from the classroom; staffing would be expensive; and even if completed, the new system could not entirely replace the old one. On the other hand, the Student Services Dean sees great possibilities in the use of the R.F. System as a means of disseminating information to the entire campus community via monitors located in public areas. It should be pointed out that abandoning the system would not constitute a total loss since much of the equipment could be salvaged and used in other ways. (See Appendix Q.)

Recommendation

The Task Force recommends that the Director seek a decision from the University administration to implement the R.F. Distribution System by completing the installation with funds set aside for this purpose, or to disband the System, thereby permitting the utilization of the equipment already purchased.

Facilities

The section of the study taken up by the Technology and Facilities Task Force relating to facilities was divided into two parts: the space, equipment and physical surroundings affecting the staff, and the study areas, equipment and facilities made available to users. In regard to the former, the Task Force tried to assess the space and tools used by staff members in terms of maximum efficiency for performing assigned tasks and, at the same time, providing as pleasant and comfortable an atmosphere in which to work as the physical and financial resources of the L/LC would allow. User facilities were examined, compared to standards set by the American Library Association (where available), and were rated accordingly.

Data relating to matters affecting the staff were collected by extensive interviews with the staff and from information received in a space utilization survey that was distributed to the staff. These two forms of data collection gave the Task Force a sense of staff members' attitudes toward their physical surroundings, in contrast to their responses in terms of morale and personal feelings, an aspect of the environment that was investigated by the Human Resources Task Force. Because of the difference in approach, the data collected by the two task forces reflected different, and sometimes conflicting points of view on how to solve similar problems.

For information about facilities, the Task Force interviewed campus staff members outside the L/LC and referred to the Ad Hoc Committee on Media Production report that had been submitted to the L/LC Faculty Committee a year prior to this study, and is now appended to this report (Appendix Q).

Staff facilities

Physical surroundings. The working environment of the L/LC has three problem areas: low humidity with static electricity, lighting, and temperature. During the winter season, humidity is low and contributes to a severe static electricity problem which affects equipment and personnel, as well as users, particularly those using wheelchairs. It also has an adverse effect on library materials.

Lighting is an issue in several areas. Comments from the Technical Services

staff ranged from too much light to too little. The complaints about lighting in this division vary because of individual preferences, location in the room in relation to the windows, and the type of work performed. In this area a wide range of light levels is required: the OCLC terminal needs a low or controlled light level to prevent reflections on the terminal display; the catalog staff requires the highest level of light because of the detailed work; reduced light levels should be maintained for stacks, microfilm readers, television viewing and projection viewing areas (See Appendix R.)

Lighting is very inadequate in two areas of the Media Services Division. The graphics area was originally built for production and consequently the lighting and electrical outlets are not at all satisfactory for its present use. Shop area lights are also highly unsatisfactory because the space was designed as a storeroom. Considering the intricate repair work that is done in this area, better lighting is a critical need.

The temperature of the L/LC varies from too hot to too cold with the seasons of the year. Window areas, rooms without outside walls, et cetera, cause some of the problems which are aggravated by individual personal preferences. Within the building, room temperatures vary because of poor balance of the air-handling system. As of the present writing, the Physical Plant has been unable to make adjustments for these problems.

Office equipment. There are 41 typewriters being used by the staff in the L/LC, 28 of which are electric. This is an adequate number, and they are, for the most part, in good condition. Two exceptions, both in the Technical Services Division, are the bulletin typewriters which are obsolete and in very poor condition, and an Olivetti Lexicon 90 typewriter, which is very noisy and for which it is difficult to get service and/or parts. A program of periodic check-ups and preventive maintenance would probably improve the condition of the machines, but since state regulations do not permit such a program, typewriters are serviced only when they break down, a system which results in delays.

It is generally agreed that there are enough telephone lines and instruments in the L/LC although some minor adjustments could be made. For example, the telephone used by the secretary in the Technical Services Division could have an additional button, making it possible to answer all calls from one location. A survey by the telephone company has already been planned to find out if the telephone system being used is the most suitable.

Four people in the Technical Services Division expressed a need for desks instead of the tables they are now using in order to have the drawer space that desks would provide. This change could easily be made, since there are desks available and they need only to be moved.

The peg binder used in the Technical Services Division is in poor condition.

It breaks down two or three times a year and, since there is no repair service in the area that can be called in, and securing replacement parts is difficult, staff members are obliged to repair it as best they can. Between complete breakdowns, the heating element does not work properly, causing the work to take twice as long as it normally would.

In the Media Services Division some additional test and repair equipment is needed for use in repairing and maintaining the A-V equipment that is distributed for classroom use. This distribution depot was recently added as a service to the faculty and has not yet been adequately supplied with the necessary tools.

Technical Services Division work space. While the staff members of the Technical Services Division feel that the division has enough space assigned to it, many of them feel that a different arrangement of work stations and equipment would improve the conditions under which they work. It must be remembered that here, as in most large areas occupied by many people, opinions differ on what would be considered ideal working conditions.

The locations of two stations in this area add to the traffic flow, creating noise and distraction for staff who work close by. One is the table where mail for most of the L/LC is brought for sorting and distribution. Carts delivering large quantities of mail are noisy, and personnel who gather to look through the mail can be disturbing. The other bothersome spot is the staff copy machine, which is sometimes made available for public use. Persons using the machine interrupt staff to ask for help although instruction signs are prominently displayed.

A number of carts holding gift items have accumulated in this area and take up floor space. Likewise, tables holding non-work items, such as plants and a coffee pot, also reduce the amount of floor and work space available.

Work flow in some areas is somewhat hampered by the inconvenient location of important work tools or related work activities. For example, catalogers make heavy use of both the OCLC terminal and the shelf list. However, these tools are not in close proximity to one another and catalogers must pass through other work areas to reach the terminal. The bindery work area presents a problem because it is not readily visible to the staff member who is responsible for supervising it.

Catalogers in the Technical Services Division feel strongly that the precise and individual nature of the work they do requires quiet surroundings and good lighting. They would prefer to be separated from other sections of the division and retain the low dividers which provide necessary shelf space as well as the extra privacy needed for concentration and the shield against noise. While it is true that the dividers might represent a psychological barrier, these staff members stressed the need for quiet and privacy to the point that

the Task Force was convinced that these needs over-rode the possible disadvantage of this kind of separation.

Two additional factors contribute to the problem of noise in this area: the use of personal radios and a particularly noisy typewriter (the Olivetti mentioned earlier) used by one of the staff.

Public Services Division work space. With the increase of staff in the Public Services Division, the space permanently assigned to this division has become inadequate. Two members of the staff have been temporarily assigned offices on another level. In spite of this move, problems associated with traffic flow, public accessibility, and noise level are intensified by the lack of space. The division secretary, who also handles interlibrary loans, is inconveniently located for handling problem interlibrary loan transactions. Most of the staff in this division feel that the telephone system could be greatly improved to reduce the noise level.

A problem is created because there are two kinds of activities in this area which are not compatible. Half of the staff is involved in instruction and instructional development, which requires a great deal of interpersonal communication as well as a considerable amount of concentration for thinking and writing. Other members of the staff use typewriters and other office machines which create noise and traffic. These two activities interfere with each other and lower efficiency.

The academic librarians feel the need for private offices which would provide them with the quiet they need for writing and the space they would like for individual conferences with faculty members and other small group meetings. They also feel that such offices would enhance their image as professionals. Private office facilities are not now available in any accessible location, and the construction of offices would require considerable time and expense.

Media Services Division work space and equipment. The Media Services Division is located in the Communication Arts Building, a short distance from the L/LC. Facilities exist for television, audio, photographic and graphics production, as well as equipment repair. Although some of these facilities are adequate, and some even quite sophisticated, there are problems in the area.

A major problem in this division is the lack of separate office space for the division head. He or she has been sharing an office with the division secretary, a space which also serves as a reception area and for the scheduling of jobs. Thus, it often has a lot of traffic in and out, making for excessive congestion and noise. The division head has no privacy in which to work and no conference area in which to plan productions with faculty. In previous years, the division had the use of a spacious office on another level of the Communication Arts Building, and at present an office in the L/LC administrative area has been made available. Although both these arrangements have the

advantages of privacy, spaciousness, and proximity to faculty, they also separate the division head from his staff by an inconvenient distance. Considering the kind and amount of office space assigned to the Media Services Division, there does not seem to be an easy solution to the problem.

Because of the physical layout of the Media Services Division, with separate entrances to the various facilities, two problems result: the division secretary cannot control or monitor traffic flow and cannot serve as a receptionist for the entire division, and the security of the division is difficult to maintain.

In the past year, the Media Services Division took over the A-V equipment distribution to the classrooms. Part of that equipment is checked out from the Communication Arts Building. Facilities for this service were never planned for and equipment is now stored in a room borrowed from the Humanities Division, which is filled to capacity.

In the graphics area the Oxberry Animation Stand takes up needed space that could be used more effectively. As the L/LC has no plans to fund projects that would require using this piece of equipment, it would seem logical to relocate it.

The audio production facility, used mainly for producing multiple copies of audio cassettes, is in need of improvement. The equipment being used for this purpose is, according to a report by the Ad Hoc Committee on Media Production, "specifically in need of upgrading." The kind of equipment needed would include, for example, a multiple microphone mixing board, monitor amplifiers, stereo audio cassette recorder, stereo cartridge recorder, and audio processing equipment for filtering, limiting and reverberation. All of it could be purchased for approximately $11,000.

Finally, consideration should be given to Television Studio B. One problem is that the lighting control board for this studio is located in Audio Studio A. Also, more effective and efficient use of this facility should be made by the division. Currently, the studio serves as a storage room for props and sets, and is often used by the Dramatic Arts discipline for rehearsals and studio productions. Because of this kind of use by other disciplines, the Media Services Division does not get the benefit of using Television Studio B for long-term productions, which would free Studio A for shorter, day-to-day productions.

University Archives/Area Research Center. The UA/ARC consists of three areas: the University Archives Room, the Area Research Room, and the Industrial Society Project Room. These rooms are located on a lower level of the L/LC and are spacious enough for the needs of this division. The space utilization survey showed no complaints coming from this division.

Recommendations.

1. The Technical Services Division should make plans to rearrange the location of staff and equipment, taking into consideration the following suggestions:

   a. Move the mail table to an area that is further from, and less of a disturbance to, staff members.

   b. Store all gift books in Room D294B of the L/LC until such time as they will be processed.

   c. Move the coffee pot to the staff lounge at such time as a door with a lock is installed.

   d. Retain approximately the same amount of running feet of shelving now allocated to the division.

   e. Move the copy machine, if possible, to a less disturbing location, and explore the possibility of the L/LC acquiring a second public, coin-operated copy machine in order to lessen public use of the staff copy machine.

   f. Place the OCLC terminal and the shelf list in closer proximity to each other so that the terminal operator will not have to pass through other work areas to reach the shelf list. Place shelving nearby to hold materials and work tools.

   g. Place Serials and Bindery work areas in adjacent positions to improve efficiency and supervision.

   h. Assign desks to the staff members of the cataloging section to replace the tables now being used, retaining the dividers.

   i. Arrange work stations so that staff members of the cataloging section are in a quiet, well-lit area out of the main flow of traffic.

2. The head of the Technical Services Division should request that the following machines be replaced:

   a. The Olivetti Lexicon 90 typewriter

   b. The binding typewriter.

   c. The processing typewriter.

3. The head of Technical Services Division should explore the possibility of a new kind of in-house binding system, or replace the old binder.

4. The head of the Public Services Division should make plans to rearrange the location of staff and equipment, taking into consideration the following suggestions:

   a. Move the division secretary's desk closer to the main entrance of the division area in order to handle better the interlibrary loan transactions, and locate other employees who do typing for the division at the same side of the area, thereby concentrating all the typewriters in one part of the room.

   b. The bibliographic instruction group should be clustered together. A furniture grouping, such as a sofa, chairs and table could be placed between the two groups and used for small conferences and talks with visitors.

   d. Dividers for instructional librarians should be installed on a trial basis.

   e. Staff members of the information services unit now occupying offices on Level 2 should have their location reviewed by the division.

   f. Sound-proofing of the TWX machine should be improved as soon as possible.

   g. The division heads of Public Services and Technical Services should discuss the possibility of sharing the conference area for small meetings.

5. An ad hoc committee composed of the Director and the staff of the Media Services Division should be formed by October 1, 1978, to advise how the problems of inadequate lighting and electrical work in the Media Services could be resolved in order to:

   a. bring up to minimum standards the lighting in the graphics area and provide the necessary A-C convenience outlets for operating the equipment used in that area (laminating stand, thermofax machine, copy stand, et cetera).

   b. bring up to minimum standards the lighting in the shop area.

   c. provide the necessary A-C convenience outlets in Television Studios A and B.

6. A list of equipment needed to correct the audio facilities' limited capabilities should be submitted to the Administrative Council and the Capital Replacement Fund Committee by September 30, 1978.

7. The possible use of the Oxberry Animation Stand should be reviewed and any change in location should be determined in consultation with the staff member who will be working in the graphics area.

8. A list of test and repair equipment needed in the Classroom A-V distribution room should be prepared by a staff member of the Media Services Division and presented to the Director for approval and purchase by September 1, 1978.

Merger of the Circulation Desks.

The Task Force on Technology and Facilities was charged with considering the possibility of merging the two circulation desks which are now located on different levels of the L/LC. After interviewing circulation staff members and discussing the question at some length, the Task Force drew up a list of the pros and cons of such a merger. The advantages of merging the desks were considered to be:

1. a saving of at least 24 student man-hours per week during the regular school and an additional 40 man-hours per week during interim and summer session. In addition, since only one desk would be manned, student help could be cut back further during interim and other slow periods, and extra help put on during high usage periods. This flexibility would increase the efficiency of circulation, and would help relieve shelving problems that occur during busy times, since the same students perform both tasks;

2. supervision would be considerably easier and better because all circulation employees would be working in one area;

3. a single circulation desk would be more convenient for users, since they would not have to go to separate desks, on different floors, for the different functions performed by the Circulation Department.

The disadvantages of merger are:

1. since there are security exits on two levels, one would have to be manned at all hours that the L/LC is open, or it would have to be shut down entirely. Manning the door would neutralize most of the savings realized from using fewer students at the desk, and locking one of the doors would be an inconvenience that might discourage some use of the L/LC;

2. if all circulation transactions were to take place at a single circulation desk, there would be greater congestion at that desk. Users might be trading the convenience of one location for the inconvenience of waiting in line to be served;

3. because of the amount of equipment and furniture to be moved, and the amount and kind of space involved, a merger of the circulation desks would require a large sum of money for remodeling and moving. In view of the budget restraints placed on the L/LC, it would be unrealistic to expect the L/LC or the university to provide the funds for this kind of move; and

4. signs, guides, workbooks, et cetera, would have to be revised and/or reprinted, adding to the expense of the merger.

The reasons for and against a merger of the circulation desks illustrate the complexity of such a move. In addition to the points listed, other problems to be faced would be moving shelving, possibly relocating information and reference services, indexes, and perhaps even the card catalog.

Because of all these factors, the Task Force felt that it could not come to a conclusion regarding the merger of the circulation desks within the time frame allowed it. Therefore, the Task Force feels that the facilities committee recommended elsewhere in this report should study this question thoroughly, investigating all aspects of such a move, and its possible effect on other units of the L/LC.

User Facilities.

Audio-Visual Equipment. The non-print area of the L/LC provides space and equipment for individual viewing and listening. There are television monitor-and-playback units, 16mm. film projectors, filmstrip/cassette projectors, and slide projectors with and without sound. This equipment is available to users during all the hours that the L/LC is open.

However, the lack of certain pieces of equipment, as well as some other problems, prevent this area from offering as complete a service as possible. For example:

1. there are no facilities for listening to stereo cassette and reel audio tapes, a complaint frequently registered by the Music discipline (see Services and Collections Task Force report);

2. there are no facilities to make copies on stereo cassette and reel audio tapes from stereo records, cassettes and reel audio tapes. This results in requests for this service being made by students directly to the Media Services Division, which then makes the copies. This problem is further complicated by the possible infringement of copyright laws;

3. one of the viewing rooms does not have a projection screen, and two of them do not have projection tables;

4. most of the equipment in this area is neither enclosed nor sound-isolated;

5. some carrels containing audio-visual equipment do not have AC power, in spite of the fact that there are carrels with power in storage;

Recommendations.

1. The Director should request the Capital Fund Committee to authorize the purchase of a stereo cassette player.

2. The head of the Public Services Division should arrange to:

   a. remove three of the Autotutors and those carrels in the non-print area that do not have A-C power. These carrels should then be replaced by the carrels which previously held the Autotutors and the wired carrels now stored in Room D245.

   b. consolidate all the public typewriters and calculators in Room D117, freeing the rooms now housing typewriters and calculators for small-group study.

3. The head of the Media Services Division should arrange to have the equipment in the audiovisual area of the library sound-isolated by disconnecting the speakers, thereby requiring users to check out earphones at the Non-print Circulation Desk.

4. The Equipment and Maintenance Committee should consider and decide upon an effective method of securing the equipment in the non-print area.

General library-wide recommendations.

1. Because time limitations prevented the Task Force from adequately investigating all of its charges, it is recommended that the Director appoint an ad hoc committee (or committees) within three months of the date of this report to consider those charges (i.e., merger of the circulation desks, office space for the Media Services Division, open access of the media collection to users) for which the Task Force was not able to reach conclusions.

2. It is recommended that the Director charge the Administrative Committee to make a systematic study of the physical organization of the L/LC and consider any projected changes on a library-wide scale in order that these changes may be consistent with long-term L/LC goals.

3. Because the Task Force found that changes to the walls, use of audible machines in work areas, and plants taking up work space, were of concern to staff members of more than one division, it is recommended that the Library Administrative Committee consider these issues and decide if a policy statement about them should be issued.

4. Due to the increasing influence of technology on library services and operations, it is recommended that the Director form a Library Auto-

6. there are five Autotutors in this area which are seldom used, in part because they are difficult to operate and frequently malfunction; and

7. because none of the equipment is bolted down or secured in any way, users move the machines, increasing the possibility of damage and/or loss.

Collection space requirements. The total assignable square footage of the L/LC is approximately 103,000. This includes the University Archives and Area Research Center, but excludes the Media Services Division, which occupies 6,090 square feet in the Communication Arts Building. Working with floor plans, the Task Force divided the assignable space on all five levels of the L/LC, showing 14,641 square feet used for work space and 85,765 square feet given over to stacks and users. Both of these figures are well above the college library standards.

The Task Force also looked at the book capacity of the existing stacks, which can accommodate 348,000 volumes (excluding reference works, indexes, et cetera). Approximately 278,000 volumes are now in the collection; annual additions have stabilized at about 9,000 titles. At this rate of growth, stack capacity will not be reached for at least seven years; building capacity will not be reached for ten to fifteen years. Thus, the space for the basic collection does not present any serious problems.

There is one area, however, where the L/LC will have some difficulties in expanding. When the Library and the Learning Center merged, the non-print collection was transferred to the D1 level of the L/LC into a space originally designed to hold the reserve collection. Currently, the non-print collection is adequately housed, but there is no room for expansion. Although the staff felt that the need for additional shelf space is not imminent, the possibility that there may be such a need should be kept in mind during discussions on the merging of the circulation desks.

Seating space requirements. Learning stations are located on all five levels of the L/LC. With 1,023 study seats, the L/LC has more than adequate seating space for readers. However, UW-Parkside students have expressed the need for more small-group study rooms. Rooms originally planned for small-group study were converted into media preview rooms as a result of the merger of the Library and the Learning Center. An additional room was turned over to UW-Extension to accommodate ETN/SEEN programming. One group-study room on Level 1 is now being used as a calculator room. Four small-group study rooms would be available if public typewriters and calculators were removed from these rooms and consolidated into one area. There are also 20 locked carrels on Level 2 which can be assigned to faculty patrons.

Over all, the L/LC, completed in 1972, is an attractive, functional and spacious facility with only minor space difficulties.

mation Committee to investigate the following services and systems which are listed in order of priority:

a. Creation of a machine readable data base. Because of the implementation of AACR II, the L/LC must consider employing machine readable cataloging to the fullest extent, investigate possible systems and input the shelf-list onto OCLC.

b. OCLC sub-systems and automated catalogs. A mechanism should be developed for keeping abreast of other technological developments for the L/LC, such as automated circulation systems, on-line searching, and OCLC, ILL, and serials sub-systems.

c. Automated circulation system. Inaccuracies and inefficiencies of the present manual system warrant an in-depth investigation of automated alternatives.

d. On-line bibliographic services. Because of locally expressed interest and the limited investment needed, the Committee should move quickly to investigate this reference service.

Appendices

APPENDIX A

The Mission of the University of Wisconsin-Parkside

Foreword

The mission statement which follows describes the general purposes and character of the University of Wisconsin-Parkside. The statement is presented in three sections:

Section I: The System Mission. As an Institution of the University of Wisconsin System, UW-Parkside shares in the purpose of the entire System.

Section II: The Core Mission. As an Institution in the University Cluster of the System, UW-Parkside shares in the purposes of this Cluster.

Section III: The Select Mission. Purposes particular to the University of Wisconsin-Parkside are stated in this Section.

When approved by the Board of Regents, this mission statement becomes the foundation planning document for the University of Wisconsin-Parkside. However, the mission statement does not in and of itself provide any particular program entitlement not specifically authorized on its own merits by the Regents.

The mission statement should be regarded as a living document subject to change. When it is clear that modification in the mission statement would support more effective service, a recommendation for such change can be brought forward for consideration and action by the Board of Regents.

The System Mission

The University of Wisconsin-Parkside shares in the mission of the University of Wisconsin System.

The mission of this System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended education and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth.

The Core Mission

As an Institution in the University Cluster of the University of Wisconsin System, the University of Wisconsin-Parkside shares the following core mission with other Institutions of the Cluster:

1. Providing baccalaureate degree level and selected graduate programs within the context of its approved select mission.

2. Meeting the educational and personal development needs of students through effective teaching, academic advising, and counseling, and through University-sponsored cultural, recreational and extracurricular programs.

3. Providing a first priority emphasis on teaching excellence.

4. Providing a base of liberal studies[1] needed as the foundation for university degrees in the arts, letters, and sciences, as well as for specialized professional and occupational degrees at the baccalaureate level.

5. Providing a program of preprofessional curricular offerings consistent with the University's mission to serve the needs of citizens in its geographical area.

6. Supporting a commitment to scholarly activity integral to and supportive of instructional programs and teaching excellence.

7. Meeting the off-campus instructional and continuing education needs of citizens in the campus service region and (as appropriate to unique program capability) in the state within the context of coordinated statewide planning of outreach programs.

8. Providing public service to the surrounding region both as a cultural center and a source of problem-solving expertise.

9. Participating in regional consortia and interinstitutional relationships in order to maximize educational opportunity for the people of the region effectively and efficiently through the sharing of resources.

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[1] In the Select Missions, the term "liberal studies" may be variously designated as liberal arts, arts and sciences, letters and sciences, and arts, letters, and sciences to conform to the language preferred by the campus.

10. Supporting a commitment to serving the special needs of minority, disadvantaged and non-traditional students.

The Select Mission

The select character and purpose of the University of Wisconsin-Parkside can be further delineated by the following statements of its particular goals and responsibilities:

1. The University should offer a distinctive academic program which includes liberal arts degrees and provides specific educational support for the economic, technological, scientific, and cultural needs of an industrial society.

2. The University should develop a distinct programmatic focus on the economic, technological, and managerial needs and interests of industry-based societies.

3. The University should offer undergraduate programs in engineering technology and business administration, including labor relations.

4. The University should have a commitment to programs directed toward meeting the manpower needs of industrial society and assisting its economic growth.

5. The University should support application of scholarly activities in select areas of knowledge, especially social, cultural, technological, and environmental problems of modern industrial communities.

6. The University should develop basic graduate programs clearly associated with areas of undergraduate emphasis.

7. The University should develop appropriate interinstitutional program relationships within the region.

APPENDIX B

Principal dates in the history of the University of Wisconsin-Parkside

1933	Kenosha Center opened.
1946	Racine Center opened.
1965	New campus of UW for Southeastern Wisconsin authorized by the legislature.
1966	UW-Parkside campus created as administrative unit; Irvin G. Wyllie named first chancellor.
1968	UW-Parkside assumes control of Kenosha and Racine centers.
1969	Greenquist and Tallent Halls completed. First instruction on new campus.
1970	First graduation.
1971	UW and WSU merged to form the University of Wisconsin System.
1972	Library-Learning Center and Athletics Building completed. Last classes in Racine center.
1973	Classroom and Communication Arts buildings completed. Legislation passed implementing university merger.
1974	Death of Chancellor Wyllie. Last classes in Kenosha center.
1975	All instruction and facilities on UW-Parkside campus. Alan E. Guskin named second chancellor.
1976	UW-Parkside Union completed.
1978	First offerings of graduate-level courses.

Directors of the Library/Learning Center and predecessor units

Director of the Library/Learning Center

Joseph A. Boissé, 1976-

Director of Libraries

Philip M. Burnett, 1967-1973.
Joseph A. Boissé, 1973-1976.

Director of the Learning Center

Beecham Robinson, 1972-1976.

Director of University Archives/Area Research Center

Nicholas C. Burckel, 1972-1975.

APPENDIX C

A history of enrollment projections for the University of Wisconsin-Parkside, 1966 through 1976.

Source	Date	Type	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976	Fall 1977	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985
CCHE #96	10/66	Head	1781	2045	2367	3992	5652	6898	7990	8452	9023									
CCHE #101	12/66	Head				2100			6600			8500			9500			8800		
CCHE #4	3/68	Head	1436	2117	3056	4082	5391	6623	7337	7807	8275	8786								
CCHE #153	11/68	Head	1796	2746	4164															
		FTE	1458	2307	3546															
CCHE #70-1	1/70	Head	1796	2911	4187	5295	6303	6956	7462	7966	8536	8996	9342	9544	9550					
		FTE	1458	2228	3007	3956	4712	5207	5586	5963	6390	6735	6996	7149	7155					
Regent	11/70	Head	1796	2911	4102	5006	6045													
		FTE	1458	2228	3209	3965	4848													
Regent	4/72	Head	1796	2911	4102	4343	4682		5872		6650		7728		8049		8122		7722	6881
		FTE	1458	2228	3209	3286	3605		4639		5387		6414		6842		6904		6564	5851
Regent	12/72	Head	1796	2911	4102	4343	4366	4571	4893		5325		5718		5788		5857			
		FTE	1458	2228	3209	3286	3452	3657	3963		4923		4746		4920		4978			
Regent	12/73 & 4/74	Head	1796	2911	4102	4343	4366	4856	5017	5421	5645	5963	6308	6398	6482	6611	6601	6497		
		FTE	1458	2228	3209	3286	3452	3503	3625	3889	4039	4584	4840	4902	4956	5049	5023	4941		
Regent	12/74	Head	1796	2911	4102	4343	4366	4856	5260	5631	5865	6153	6491	6554	6582	6737	6608	6542	6278	
		FTE	1458	2228	3209	3286	3452	3503	3562	3799	3986	4231	4494	4544	4539	4623	4516	4462	4308	(4140)
Regent	10/76	Head	1796	2911	4102	4343	4366	4856	5260	5404	4984	5206	5669	6020	6420					
		FTE	1458	2228	3209	3286	3452	3503	3563	3739	3406	3536	3851	4079	4352					

ACTUAL

PROJECTED

APPENDIX D

LIBRARY OBJECTIVES SURVEY

I. U.W.-Parkside Library/Learning Center

1. Does the LLC have a written statement of goals and objectives?

2. Are LLC decisions concerning budget, staffing and activities based on these goals and objectives (whether written or not)?

3. Does your division have a written statement of goals and objectives?

4. If your division has goals and objectives, are division decisions concerning staffing, budget and activities based on these?

II. Presented below are a series of objectives which the library can pursue. Please rate each of these objectives in terms of:

First--How important <u>should</u> the objective be to the library?

Second--How much importance <u>is</u> presently being given to the objective?

You are to answer by <u>circling</u> the one number in each category which best represents your view. It should take no more than 15 minutes to complete the questionnaire. Don't spend undue time on any single item; your first reaction will probably be your best response.

1. To maintain and develop a collection of print materials (books, journals, documents) for the instructional needs of the university.

	IMPORTANCE						
	Lowest						Highest
a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

2. To maintain and develop a collection of print materials (books, journals, documents) for the scholarly research needs of the university.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

3. To maintain and develop a collection of non-print materials (records, films, tapes) for the instructional needs of the university.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

4. To produce non-print materials for instructional needs.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

5. To design classroom-related materials.

	Lowest						Highest
a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

6. To provide equipment for the instructional needs of the university.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

7. To furnish copy equipment.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

8. To organize materials and equipment in order to facilitate access.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

9. To circulate materials and equipment.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

10. To provide space for study and scholarly research.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

11. To furnish materials and space to community residents.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

12. To give assistance in locating information and material.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

13. To provide assistance in using materials.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

14. To furnish answers related to instructional and scholarly needs.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

15. To assist in identifying and obtaining materials outside the LLC.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

16. To produce indexes, bibliographies and other user aids.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

17. To provide guidelines (signs, maps, etc.) for locating information and material.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

18. To teach patrons how to use the materials, services and facilities.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

19. To inform patrons of the availability of LLC materials, services and facilities.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

20. To promote intellectual and cultural interest through displays, exhibits, etc.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

21. To encourage organizational development by promoting systematic performance reviews of LLC operations.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

22. To enhance staff development by furnishing opportunities to participate in workshops, training programs, formal courses, etc.

a. Should be	1	2	3	4	5	6	7
b. Is	1	2	3	4	5	6	7

23. To maintain written policy and procedure manuals covering internal library operational activities.

a. Should be 1 2 3 4 5 6 7

b. Is 1 2 3 4 5 6 7

24. To provide work space and supplies for staff to perform the duties assigned.

a. Should be 1 2 3 4 5 6 7

b. Is 1 2 3 4 5 6 7

25. To maintain a system for periodic review of employee performance and for recognition of achievement.

a. Should be 1 2 3 4 5 6 7

b. Is 1 2 3 4 5 6 7

26. Other (specify): _____

_____

a. Should be 1 2 3 4 5 6 7

b. Is 1 2 3 4 5 6 7

27. Other (specify): _____

_____

a. Should be 1 2 3 4 5 6 7

b. Is 1 2 3 4 5 6 7

APPENDIX E

RESULTS OF LIBRARY OBJECTIVES SURVEY

Twenty-three L/LC staff, the L/LC Director, and nine division and discipline coordinators responded to the survey which was composed of two questionnaires: one for L/LC staff and one for faculty. Whereas the bulk of the two was the same -- a central core of 21 questions -- the staff were asked eight additional questions not asked of the faculty. These additional questions were related to: a) perceptions of whether the L/LC and its divisions had written objectives and whether these were adhered to; and b) objectives concerning L/LC staff issues.

The goals of the survey were to determine: a) the relative importance of a number of objectives, and b) the relative importance currently assigned to these objectives by the L/LC. Respondents were to assign a level of importance of 1-7 for both categories for each objective. The mathematical means of these responses by "should be" or "is" category could then be ranked in descending order to show the relative importance. Additionally, the difference between the means of the "should be" and "is" responses should indicate the success of the L/LC in meeting its objectives. Finally, the ranking and the mean for individual questions assigned by the staff responses could be compared with the Director's response and the faculty responses.

Generally, the results show a fair degree of similarity in importance assigned to the objectives by the different groups as seen below in the comparison of the staff's top seven objectives with the rankings assigned by the faculty.

Objective	Staff Priority		Faculty Priority		Director
	Should be	Is	Should be	Is	Should be
Assistance in locating information and materials	1	3	2	3	1
Assistance in using materials	1	2	4	4	1
Teach use of materials, facilities and services	3	1	5	2	1
Provide collection of print materials for instruction	4	4	1	1	1
Inform patrons of materials, facilities and services	5	10	11	9	1
Organize materials and equipment for easy access	6	7	5	7	1
Provide guides for locating information and material	6	7	5	9	14

The one major point of difference came on the second objective (providing a collection of print materials for research) to which the Director and staff assigned a low priority, whereas the faculty ranked it third. On the other hand, while the Director assigned a high level of importance to the provision of equipment for instruction, both staff and faculty did not. Strangely, the same occurs with Objective 15 which concerned interlibrary loan.

Only on Objective 11 was there any major feeling that too much importance was accorded; all groups agreed that too much attention was being paid to providing materials and facilities for the community. Both the Director and the faculty felt that particularly insufficient importance was accorded the production of non-print materials for instructional needs. The staff felt the L/LC was failing in the area of providing a collection of non-print materials, promoting systematic performance reviews of L/LC operations and particularly in meeting the variety of staff needs covered in the last four objectives.

Finally, a look at responses to the four questions posed as Part 1 of the survey for the staff. A three to one majority believed that the L/LC had a statement of goals and objectives, but only a little more than half felt that decisions were frequently or occasionally based on them. Much the same was true with the divisions, where 15 to 6 felt their divisions had written goals and 11 to 10 felt they were followed.

Question	Staff Mean	Difference	Priority	Director's Importance	Faculty Priority	Faculty Mean	
1a	6.217	.956	4	6	1	6.444	print materials for instruction
b	5.261		(4)	6	(1)	6.125	
2a	5.217	.870	18	2	3	5.778	print materials for research
b	4.347		(14)	2	(4)	5.000	
3a	5.545	1.409	12	6	8	5.444	collect non-print
b	4.136		(16)	4	(14)	4.000	
4a	4.545	.980	23	5	11	5.000	produce non-print
b	3.565		(21)	2	(18)	3.500	
5a	4.636	1.045	22	5	20	3.875	design classroom materials
b	3.591		(20)	2	(21)	2.833	
6a	5.087	1.217	19	6	14	4.778	instruction equipment
b	3.870		(17)	4	(16)	3.714	
7a	4.913	.609	20	-	21	3.500	copy equipment
b	4.304		(15)	-	(18)	3.500	
8a	5.913	1.043	6	6	5	5.667	organize materials and equipment
b	4.870		(7)	6	(7)	4.857	
9a	5.913	.826	6	6	17	4.556	circulate materials and equipment
b	5.087		(5)	6	(11)	4.375	
10a	5.435	.478	13	6	9	5.222	space for study and research
b	4.957		(6)	6	(4)	5.000	
11a	4.347	- .131	24	4	19	4.222	materials and space for community
b	4.478		(12)	5	(8)	4.833	
12a	6.478	1.069	1	6	2	5.889	assistance in locating info and materials
b	5.409		(3)	6	(3)	5.429	
13a	6.478	1.000	1	6	4	5.714	assistance in using materials
b	5.478		(2)	6	(4)	5.000	

Question	Staff Mean	Difference	Priority	Director's Importance	Faculty Priority	Faculty Mean	
14a	5.739		9	6	15	4.667	
b	4.870	.869	(7)	6	(15)	3.833	furnish answers
15a	5.304		16	6	10	5.111	
b	4.727	.577	(11)	6	(12)	4.333	ILL
16a	4.913		20	4	16	4.625	
b	4.455	.458	(13)	3	(18)	3.500	produce bibliographic aids
17a	5.913		6	5	5	5.667	
b	4.870	1.043	(7)	4	(9)	4.429	guides
18a	6.304		3	6	5	5.667	
b	5.870	.434	(1)	6	(2)	5.500	teach use
19a	5.957		5	6	11	5.000	
b	4.782	1.175	(10)	6	(9)	4.429	inform patrons
20a	4.347		23	4	18	4.444	
b	3.783	.564	(18)	3	(13)	4.286	displays, exhibits
21a	5.391		15	6	11	5.000	
b	3.273	2.118	(24)	4	(17)	3.600	performance review
22a	5.435		13	5			
b	3.478	1.957	(22)	3			staff development
23a	5.261		17	5			
b	3.087	2.174	(25)	2			policy and procedure manuals
24a	5.522		11	5			
b	3.783	1.739	(18)	3			space and supplies for staff
25a	5.739		9	5			
b	3.304	2.435	(23)	4			employee performance review
		avg. 1.077				avg. 676	

APPENDIX F

MISSION STATEMENT

1. To provide an organized collection of library materials supportive of the current and anticipated UW-Parkside curriculum.

2. To assist the University's community in information retrieval and to teach techniques for gathering information as a foundation for future independent learning.

3. To work actively with other members of the library community in southeastern Wisconsin for the purpose of fostering cooperative use of resources, library development and professional growth.

4. To contribute to the cultural and intellectual enrichment of the University's community.

APPENDIX G

LIBRARY GOALS AND OBJECTIVES

1. To evaluate on a continuing basis the existing collection through the use of standard bibliographies.

2. To evaluate on a continuing basis the existing collection through faculty review and suggestions.

3. To select newly published materials which are appropriate to this collection.

4. To anticipate library resource needs for new university programs.

5. To analyze library acquisitions expenditures and allocate funds as needed among disciplines.

6. To acquire those materials selected for inclusion in the library collection.

7. To acquire equipment supportive of the library collection.

8. To acquire the supplies necessary to acquire and maintain the collection.

9. To catalog and classify those materials acquired for inclusion in the collection.

10. To process materials as they are acquired.

11. To produce necessary catalog cards and maintain a card catalog for public use.

12. To establish and maintain an effective system for circulating library materials.

13. To establish and maintain a system for circulating reserve books.

14. To maintain an adequately staffed information desk.

15. To prepare guides and other hand-outs which will help the user satisfy his library need.

16. To insure that adequate signs and labels are installed to give directional information.

17. To provide general library orientation for incoming students and faculty.

18. To provide library instruction in existing classes at the invitation of faculty.

19. To develop specialized workshops and classes for library instruction.

20. To provide in-service training opportunities for staff.

21. To provide individualized teaching for users as needed and as possible.

22. To take steps to inform staff, faculty and students of the library's resources.

23. To plan and execute displays which will promote use of the library's resources.

24. To conduct other promotional activities as appropriate.

25. To cooperate in collection development and share library materials with area libraries.

26. To develop a regular channel for communication among area libraries and librarians.

27. To work toward the cooperative sharing of our specialized educational resources (ERIC).

28. To work toward the completion of a Union List of Serials for southeastern Wisconsin.

29. To encourage, as appropriate, the use of our facilities by professional organizations.

30. To serve as a channel of communication between professional library organizations and members of the staff and the university community.

31. To encourage professional growth of the library staff.

32. To provide, as appropriate, collections of special materials of cultural and intellectual interest to the university community.

33. To provide a browsing collection and recreational reading materials as feasible.

34. To sponsor exhibits of cultural interest to the university community.

35. To provide facilities for special cultural activities such as lectures and poetry readings.

APPENDIX H

COMMUNICATIONS SURVEY

FOR YOUR IMMEDIATE ACTION!

The Management Systems Task Force is moving into the final stage of its study and needs to gather data regarding the flow of communications in the LLC, and how it might be improved. Please circle a number indicating the adequacy of the communications flow and answer the improvement questions. Return immediately to Nancy Frederick. Results will be tabulated Wed. Feb. 22, so the surveys must be returned by Tues. Feb.21, 5:00 p.m.

1. Do you feel the flow of information is adequate:	Adequate				Inadequate
a. between the divisions?	1	2	3	4	5
How could this be improved?					
b. from the administrative office to you?	1	2	3	4	5
How could this be improved?					
c. from you to the Administrative office?	1	2	3	4	5
How could this be improved?					
d. from the division head to you?	1	2	3	4	5
How could this be improved?					
e. from you to your division head?	1	2	3	4	5
How could this be improved?					
f. from the LLC to the University administration?	1	2	3	4	5
How could this be improved?					
g. from the University administration to the LLC?	1	2	3	4	5
How could this be improved?					

2. Do you feel that the staff of another division is better informed?

   Which division and in what ways?

   How could your division be improved?

3. Staff feels monthly staff meetings could be more effective. How can they be improved?

4. Staff feels divisional meetings could be more effective. How can they be improved?

5. Staff feels there is need for better inter-communication with the Administrative office (re: operations information, personnel information, etc.). How can this be improved?

6. What steps can the director take to increase communication within the Library?

7. Additional comments:

APPENDIX I

A "Human Resources Questionnaire" was distributed to all members of the L/LC staff. It contained a total of twenty questions, grouped into the following five areas: communication (numbers 1, 6, 11, and 16), leadership (numbers 2, 7, 13, and 17), staff development (numbers 3, 8, 12, and 19), supervision (numbers 4, 9, 14 and 18), and organization (numbers 5, 10, 15, and 20). The staff was asked to answer each question in terms of a scale of 1 (low) to 7 (high). For each of the five areas, averages were calculated for each individual, for each division, and for the entire L/LC. This data was kept confidential but was used to identify areas for further study.

Appendix J

Summary of interviews with discipline coordinators (23)

Population	Total	Low	High	Median
Faculty				
- full-time	181	1.5[1]	18[2]	7
- ad-hoc	100	1[3]	30[4]	3
Students (FTE) (info. from Office of Institutional Analysis)				
- all	3264	103[5]	2616[4]	
- upper div.	1433	52[5]	1675[4]	
- lower div.	1831	51[5]	958[2]	

Faculty use of LLC	High	Moderate	Low	None	No Response
- books	11	6	0	0	6
- journals	13	4	0	0	6
- non-print	7	7	1	2	6
- archives	0	2	5	8	8
- interlibrary loan	6	8	2	0	7
- AV production	6	6	2	1	8

Student use of LLC	High	Moderate	Low	None	No Response
- books	7	8	0	0	8
- journals	6	8	1	0	8
- non-print	3	8	0	3	9
- archives	0	2	4	6	11
- interlibrary loan	1	6	3	3	10

[1]Industrial and Environmental Hygiene
[2]English
[3]Sociology/Anthropology, History
[4]Management Science
[5]Drama

Appendix K

Importance/success survey (Mean on scale 1-7)

Question	All responses (1171)		Faculty (52)	
	Importance	Success	Importance	Success
Need to borrow				
- books	4.9	4.5	6.0	5.3
- journals	4.1	3.6	6.2	4.8
- government documents	2.6	2.7	3.0	2.9
- AV material	3.5	3.6	4.4	4.8
- AV equipment	3.3	3.4	4.5	4.9
Need to borrow material				
- for course purposes	5.0	4.5	5.7	5.4
- for research	5.1	4.4	5.9	4.7
- for general purposes	3.8	3.9	3.6	3.9
Need to locate				
- simple facts for course purp.	4.2	4.1	4.0	4.0
- " " " research purp.	4.5	4.1	4.6	4.1
- " " " general purp.	3.8	3.9	3.6	4.0
- complex data for course purp.	4.0	3.6	4.0	3.8
- " " " research purp.	4.1	3.5	4.8	3.5
- " " " general purp.	3.4	3.3	3.3	3.2
Need for assistance from staff				
- in obtaining books	3.9	4.2	4.3	5.2
- " " journal articles	3.9	3.8	4.8	5.1
- " " government doc.	3.0	3.1	2.9	3.1
- " " AV materials	3.6	3.6	4.0	4.0
- " " AV equipment	3.4	3.5	4.2	4.1
- " " materials from other libraries	3.2	3.1	5.3	5.1
- in obtaining simple facts for course purposes	3.5	3.6	2.9	3.5
- in obtaining simple facts for research purposes	3.7	3.6	3.1	3.6
- in obtaining simple facts for general purposes	3.3	3.5	2.9	3.4
- in obtaining complex data for course purposes	3.6	3.5	3.3	3.6
- in obtaining complex data for research projects	3.8	3.6	3.6	3.4
- in obtaining complex data for general purposes	3.4	3.4	2.9	3.1
- in using card catalog	3.9	4.1	3.8	4.1
- " " indexes and other aids	4.0	3.9	4.3	4.8
- " designing instruct. mat'ls.	2.8	2.8	2.8	2.7
- " producing AV materials	2.7	2.7	3.1	3.2
- " learning to use library resources in specific subject areas	4.0	3.7	3.4	3.9
- in learning about physical facilities & services	3.9	3.6	3.7	4.1

Question	All responses (1171)		Faculty (52)	
	Importance	Success	Importance	Success
Need for assistance from staff - in learning how to use basic library resources	4.1	3.8	3.3	3.5
Need for library facilities - tables at which to study or work	5.1	4.7	3.5	4.2
- open individual study stations	4.6	4.5	2.8	3.3
- enclosed private studies	4.7	3.9	3.3	3.2
- group study rooms	3.7	3.3	2.5	2.6
- copy machines	4.8	3.9	4.0	3.8
- AV equipment	3.8	3.7	4.3	4.2
- microform readers	3.6	3.5	4.1	4.2
- microform printers	3.1	2.9	2.6	2.5
- lounge furniture	4.0	3.9	2.7	3.2
New services - more instruction	4.4	NA	3.8	NA
- provide recreational reading collection	4.4	"	3.2	"
- provide free calculators	4.1	"	2.5	"
- develop branch library collec.	3.8	"	2.1	"
- improve listening facilities	3.9	"	2.6	"
- provide rental lockers	3.9	"	2.4	"
- include more AV material	3.8	"	3.6	"
- furnish rental electric typewriters	4.3	"	3.2	"
- provide close circuit TV for classrooms	3.9	"	2.8	"
- furnish computerized data base searches	4.0	"	3.7	"
- provide a coin changer	4.4	"	3.1	"

Appendix L

Evaluation of periodicals

Farber list

Area studies	
-- General	1/ 5(20)
-- Asia	6/ 7(86)
-- E. Asia	4/ 8(50)
-- S.&S.E. Asia	1/ 8(13)
-- Africa	6/12(50)
-- Middle East	1/ 8(13)
-- Latin America	7/10(70)
-- USSR & E. Europe	9/14(64)
Art	17/32(53)
Astronomy	7/ 9(78)
Biology	46/55(84)
Book review	10/17(59)
Chemistry	25/36(69)
Classics/Archeology	9/20(45)
Economics/Business	57/71(80)
Education	62/84(74)
English	49/60(82)
General	77/112(69)
Geography	18/20(90)
Geology	15/19(79)
History	29/34(85)
Home economics	3/24(13)
Indexes	22/27(81)
Library science	14/18(78)
Mathematics	15/21(71)
Modern languages	
-- General	9/13(69)
-- French	2/12(17)
-- German	4/10(40)
-- Spanish	2/ 2(100)
-- Russian	0/ 2(0)
Performing arts	17/26(65)
Philosophy	23/26(88)
Physical education	3/11(27)
Physics	3/10(30)
Political science	35/52(67)
Psychology	38/49(78)
Religion	7/20(35)
Science	16/21(76)
Sociology/Anthropology	26/35(74)
Total	695/1020(68)

Note: figures are for current subscriptions only

Totals should be: 722/1050(69)

Periodical indexes

Business Periodicals Index	
-- Active	125(46)
-- Inactive (incl. 2 ASI)	15(5)
-- None	132(49)
-- Total	272
Education Index	
-- Active	151(46)
-- Inactive	22(7)
-- None	155(47)
-- Total	328
F & S Index of Corporations	
-- Active	109(19)
-- Inactive	23(4)
-- None	448(77)
-- Total	580
Humanities Index	
-- Active	159(61)
-- Inactive	29(11)
-- None	72(28)
-- Total	260
Psychological Abstracts	
-- Active	193(19)
-- Inactive	25(3)
-- None	775(78)
-- Total	993
Readers Guide	
-- Active	86(55)
-- Inactive	25(16)
-- None	44(28)
-- Total	155
Social Science Index	
-- Active	178(67)
-- Inactive	30(11)
-- None	58(22)
-- Total	266

Appendix M

Library holdings compared against

annual lists of "Outstanding Academic Books" (Choice)

Category	1966/67	1970/71	1974/75	1976/77
Reference	40/46(87)	44/52(85)	19/38(50)	26/47(55)
General	6/ 6(100)	5/ 5(100)	3/ 6(50)	0/ 3(0)
Humanities	13/13(100)	9/ 9(100)	4/ 6(67)	1/ 3(33)
Art	35/45(78)	42/56(75)	12/26(46)	6/23(26)
Comm. Arts			3/ 4(75)	0/ 2(0)
Lang. & Lit.	9/ 9(100)	8/ 8(100)	6/ 8(75)	4/ 7(57)
-- Linguistics			1/ 3(33)	0/ 3(0)
-- Classical	5/ 5(100)	9/ 9(100)	2/ 6(33)	0/ 3(0)
-- Eng. & Am.	86/96(90)	58/62(94)	36/50(72)	25/50(50)
-- Germanic	8/ 9(89)	8/ 9(89)	2/ 4(50)	1/ 4(25)
-- Romance	22/28(79)	19/22(86)	8/11(73)	2/ 8(25)
-- Slavic	5/ 5(100)	9/11(82)	5/ 5(100)	3/ 3(100)
-- Other	16/16(100)	9/13(69)	4/ 5(80)	0/ 7(0)
Performing Arts			0/ 1(0)	0/ 1(0)
-- Dance			1/ 1(100)	0/ 3(0)
-- Film			6/ 7(86)	3/ 4(75)
-- Music	4/ 7(57)	11/13(85)	7/10(70)	2/10(20)
--Theatre	21/23(91)	19/24(79)	3/ 7(43)	0/ 3(0)
Philosophy	25/25(100)	11/13(85)	7/14(50)	2/12(17)
Religion	26/27(96)	16/18(89)	12/24(50)	5/19(26)
Sci. & Tech.	10/10(100)	7/ 8(88)	1/ 4(25)	5/ 7(71)
Hist. of " " "			4/ 6(67)	4/ 7(57)
Astronomy	3/ 4(75)	6/ 7(86)	1/ 4(25)	2/ 2(100)
Biology	14/14(100)	25/28(89)	6/17(35)	1/10(10)
Chemistry	9/ 9(100)	12/15(80)	2/ 8(25)	0/ 3(0)
Earth Science	4/ 4(100)	8/ 8(100)	4/ 8(50)	1/ 4(25)
Engineering	3/ 4(75)	12/15(80)	3/10(30)	1/ 7(14)
Health Sci.	5/ 5(100)	7/ 9(78)	1/ 2(50)	0/ 5(0)
Info. Sci.			0/ 3(0)	3/ 4(75)
Mathematics	6/ 6(100)	8/11(73)	5/ 6(83)	1/ 3(33)
Physics	8/ 8(100)	5/ 7(71)	1/ 4(25)	1/ 4(25)
Sports & Recr.			2/ 7(29)	2/ 7(29)
Soc. & Beh. Sci.	11/11(100)	28/29(97)	12/21(57)	15/19(79)
Anthropology			4/ 7(57)	1/ 8(13)
Bus./Mgt./Labor			6/ 7(86)	4/10(40)
Economics	21/21(100)	25/29(86)	12/16(75)	2/20(10)
Education	16/17(94)	18/23(78)	5/13(38)	3/12(25)
Hist./Geog./Travel	9/ 9(100)	12/12(100)	9/10(90)	5/ 9(56)
--Ancient	5/ 6(83)	11/12(92)	3/ 8(38)	0/ 5(0)
--Africa	9/11(82)	11/11(100)	4/ 4(100)	0/ 4(0)
--Asia/Oceania	13/16(82)	13/14(93)	4/10(40)	6/ 8(75)
--Europe	32/33(97)	28/32(88)	19/26(73)	13/23(57)
--Latin Am.	7/ 8(88)	4/ 5(80)	5/ 6(83)	1/ 3(33)
--Mid-East/N.Afr.		10/10(100)	1/ 2(50)	0/ 2(0)
--No. Am.	28/28(100)	35/35(100)	15/23(65)	15/23(65)
Political Sci.	30/34(88)	28/29(97)	14/17(82)	12/24(50)
Psychology	13/15(87)	15/16(94)	9/13(69)	4/15(27)
Sociology	17/18(94)	23/24(96)	9/16(56)	8/16(50)
Total	594/651(91)	626/713(88)	473/514(92)	190/479(40)

Appendix N

Questions asked in staff interviews

1. With a steady state budget, how can the L/LC meet faculty demands for research materials, support the University's instructional program, and meet the needs for popular materials for continuing education programs and recreational reading? (Boisse, Stoffle, Smith, Piele, King)

2. In what subject areas does the collection need improvement and development? (all)

3. Does the L/LC have a written collection policy? If not, how should one be developed? (Boisse, Stoffle, Burckel, Smith, Piele, King)

4. How does the non-print collection compare with the collection of other institutions our size? Is our budget for these materials adequate? (Boisse, Stoffle, Smith, Piele, King)

5. What collection maintenance procedures should exist and who should do them? (Boisse, Stoffle, Burckel, Smith, King, Knowles, Breed, Piele, Leeds)

6. What level of service should be given to community residents? Priority? (Boisse, Stoffle, Burckel, Smith, Leeds, Pryor, Crumb, Breed)

7. Do part-time adult students need services different from the traditional 18-24 year old student? (Boisse, Stoffle, Burckel, Leeds, Pryor, Crumb, Breed)

8. What should the services hours of the Archives/Area Research Center be? (Boisse, Stoffle, Burckel, Crumb)

9. What, if anything, should be done about servicing the Special Collections? Would a possible merge with Archives be possible? Advisable? (Boisse, Burckel, Smith, Piele, Crumb, Knowles, King)

10. Should branch libraries be considered? (Boisse, Burckel, Smith, Piele, Crumb, Knowles, Breed, King, Leeds)

11. How can the services offered by the Media Services Division be improved? How can the services being offered be clarified for staff and patrons? (Boisse, Stoffle, Burckel, Smith, Leeds, Pryor, Breed)

12. Are current staffing patterns in service areas adequate? (Boisse, Stoffle, Burckel, Leeds, Pryor, Crumb, Breed)

13. What services are being offered by the L/LC and what service priorities should exist? (all)

14. How can more information through guides, signs, etc., be made available to patrons? (Boisse, Burckel, Leeds, Pryor, Crumb, Breed)

15. How can the L/LC better publicize its services and collections? (all)

16. How can L/LC signs be improved? (Boisse, Burckel, Smith, Leeds, Pryor, Crumb, Breed)

17. How can L/LC equipment be maintained for maximum service potential? What procedures can be established for on-site handling of equipment breakdown? (all)

18. How can the L/LC make its collections more accessible to its patrons? (Boisse, Burckel, Leeds, Crumb, Breed)

19. Are the L/LC's services to non-tradional patrons adequate? How can they be improved? (evening students, library hours, reserve loan period, handicapped students, difficulties in accessing collection, services) (Boisse, Burckel, Leeds, Pryor, Crumb, Breed)

20. What can be done to obtain consistent input from academic divisions on collection development? (Boisse, Burckel, Smith, Crumb)

21. What can be done to systematically and objectively evaluate reference services, cataloging, instruction, circulation (loan period, fine system)? (all)

22. Should the L/LC hours be expanded? Would this cause problems in staffing, budget, etc.? (all)

23. Would it be possible to establish a petty cash fund? (all)

24. Can something be done to improve the operation of the elevators? (Boisse, Smith)

25. Do you feel that the processing procedures (work flow from beginning to end) are adequate, or can they be improved? (Smith, Piele, King, Knowles)

APPENDIX O

ILL as o/o of Total Circulation

Year	Circulation	ILL	Total	ILL as o/o of total
1973/74				
Faculty	NA	2,218	NA	NA
Student	NA	426	NA	NA
Total	75,366	2,644	78,010	3
1974/75				
Faculty	10,667	3,759	14,426	26
Student/Sp.	67,851	643	68,494	1
Total	78,518	4,402	82,920	5
1975/76				
Faculty	10,283	4,677	14,960	31
Student	50,525	642	51,167	1
Total	60,808	5,319	66,127	8
1976/77				
Faculty	10,072	2,443	12,515	20
Student	40,298	803	41,101	2
Total	50,370	3,246	53,616	6
1977/78 (first six months)				
Faculty	4,104	946	5,050	19
Student	16,407	442	16,849	3
Total	20,511	1,388	21,899	6

Note: ILL figures are for WILS requests only, on the assumption that requests outside WILS would be for items that had been requested already through WILS. Total circulation does not include special borrowers, except for the years 1973/74 and 1974/75, when this category was not counted separately.

Appendix P

Survey of Non-Print Collections in Other Institutions

Name of institution	Bradley University	Bloomsburg (Pa.) State College	UW-Green Bay	UW-Platteville	UW-River Falls
Enrollment (approx.)	4500	4900	2900	4300	4400
AV center part of lib. org.?	Yes (ex. films)	No	No	Yes (ex. K-12)	No
housed in library?	Yes	No	No	Yes	Yes
separate budget for AV?	No	$50,000	$8,500	No	No
size of collection					
- 16 mm. films	ca. 400	2,335	ca. 700	NA	NA
- videotapes	(large, uncat.)	40	ca. 25	"	"
- filmstrips	NA	2,765	NA	"	"
- filmstrip cassettes	"	187	"	"	"
- cassettes	"	616	"	"	"
- cassette kits	"	84	"	"	"
- slide sets	"	86	"	"	"
- transparencies	"	2,177	"	"	"
- transparency sets	"	81	"	"	"
off-campus circulation?	No	only for stdt. tchrs.	only for fac., stdt. tchrs. &	Yes, exc. records (fac. only)	only for stdt. tc
circulates to community borrowers?	No	only to sch. approved agencies	No	Yes	No (but houses co film lib.

APPENDIX J
REPORT OF AD HOC COMMITTEE ON MEDIA PRODUCTION

University of Wisconsin—Parkside
Kenosha, Wisconsin 53140
Telephone: AC 414/553-2221

The Library/Learning Center
Office of the Director

July 1, 1977

Professor John D. Buenker, Chairman
Library/Learning Center Committee

Dear John:

The Ad Hoc Committee on Media Production has now completed work assigned to it in your letter of December 23, 1976, and accordingly submits to the Library/Learning Center Committee the accompanying report on the present situation and future prospects of the Library/Learning Center's Media Production unit.

As the report makes clear, the Committee slightly modified some of the charges set forth in your letter, but I believe it held to the spirit of them all and carried them out as thoroughly as it could in the period of a semester.

It has been a pleasure to serve on the Ad Hoc Committee, and I hope its findings will prove useful to both the full Committee and the Library/Learning Center.

Sincerely,

Emmett G. Bedford

Emmett G. Bedford, Chairman
Ad Hoc Committee on Media Production

cc: David R. Beach
John D. Buenker
Robert H. Canary
Paul F. Kleine
Ming H. Kuo
Donald T. Piele
Rhoda-Gale Pollack
Caroyl Williamson

Joseph A. Boissé
David Campbell
Carla J. Stoffle

EGB:jdn

July 1, 1977

REPORT OF AD HOC COMMITTEE ON MEDIA PRODUCTION

Background

Soon after the merger of the Library and the Learning Center in the summer of 1976, Joseph A. Boissé, the Director of the combined unit, asked that a faculty group assess the role of the Media Production division of the Learning Center. For planning purposes he wanted to know whether its role should undergo any change and how its functions should relate to those of the groups it serves. For operational purposes he wanted to know how Media Production's resources should be allocated among its users in cases where optimum service could not be provided to all and whether any users should have to pay, directly or indirectly, for service or materials.

The Library/Learning Center Committee, to whom his request was referred, set up an Ad Hoc Committee on Media Production to make this assessment and named the following as members: David R. Beach (Psychology), Emmett G. Bedford (English), John D. Buenker (History), Robert H. Canary (English), Paul F. Kleine (Education), Ming H. Kuo (Engineering Science), Donald T. Piele (Mathematics), Rhoda-Gale Pollack (Drama), and Carolyn Williamson, a student majoring in History. Professor Buenker, Chairman of the parent committee, appointed Emmett Bedford as Chairman of the Ad Hoc Committee. Joseph A. Boissé, David Campbell, and Carla J. Stoffle of the Library/Learning Center participated in the Committee meetings and served as resource persons.

The Committee was given the following charge:

1. Examine and assess the potential of Media Production given the present configuration (facilities and staff) and equipment. (The Committee included media distribution as being integral to the concern of Media Production.)

2. Examine activities conducted on other campuses with similar equipment and facilities. (The Committee decided to examine media activities on other campuses only as specific questions about them might arise.)

3. Study the relationship desired on this campus between media production and curriculum.

4. Study budgetary implications of whatever role is recommended. (The Committee included under this heading a consideration of lab and material fees and the question of priority among users.)

5. Develop long-range (5 to 7 years) goals which will help guide the Library/Learning Center Media Production unit.

Committee Deliberations

During a series of meetings (February 10 and 25; March 20 and 24; April 7, 21, and 27; May 11) the Committee surveyed the facilities of Media Production and the new Distribution System now being installed and heard reports on these facilities from David Campbell. The Committee also discussed the operation of the facilities with Library/Learning Center staff members and sought information from the academic divisions, the centers for Teaching Excellence, Multi-Cultural Studies, and Application of Computers, and the Student Activities Board to learn of their present and planned use of Media Production facilities. (On file with the Library/Learning Center Committee are reports and other documents presented by David Campbell, reports on media use by several of the divisions and centers, and, in the minutes for April 7, summaries of oral reports on these matters.)

In the course of these deliberations the Committee obtained a picture of facilities that generally are excellent and quite elaborate, though stronger in some areas than others. They are extensively used by many instructional and non-instructional groups on campus, and, though some academic divisions use the facilities more heavily than others, nearly all the divisions saw important present or future use of the facilities. It became clear that the use of Media Production, and particularly video production, often was connected with the improvement of teaching. Especially through the Center for Teaching Excellence and the Education Division, video production is involved in the direct improvement of teaching through analysis of the teaching and learning process. In other divisions video production has been employed for innovative course presentations in such fields as language, composition, history, math, physics, life science, and engineering. The Center for Teaching Excellence expected that, as a result of self-evaluation by faculty members using the Center's resources, instructors will be making still further use of Media Production facilities as they adapt audio-visual techniques as aids to more effective teaching.

Throughout the campus many other activities utilize media facilities, for making posters, for the artistic design of printed programs, for recording musical performances, for the production of student TV shows, and for community outreach on television and radio, including regular public programs in both media.

So it was clear to the Committee that the work of Media Production pervades the whole campus and is indispensable to its instruction and the many instruction-related and cultural activities of the University and the University's outreach to the community at large. The outlook clearly is for increased use as faculty members become more familiar with media resources, as younger instructors who have been brought up in a media world are added to the staff, and as the faculty and staff exploit media resources more fully for communication on campus and for community outreach.

The relevance of Media Production to the University's special mission seems obvious and requires no elaboration.

The Committee also discussed with Library/Learning Center representatives various problems that have arisen in allocation of the facilities and the possibility of modifying the Learning Center's long-standing policy of donating materials and services to most users.

Recommendations

After considering the various aspects of its charge in the light of information obtained during its meetings, the Committee makes the following recommendations.

University Support

I. In view of the extensive use of Media Production facilities throughout the University for instructional activities, student creative work, and community outreach, the Committee concludes that continuation of the present level of staff and other support for Media Production is absolutely necessary. Further, Media Production facilities should be expanded if possible, and some operations should be upgraded as soon as feasible.

A. Specifically in need of upgrading is some of the audio equipment. In addition, minor reconstruction of audio studio facilities should be carried out in combination with construction of the planned box office in the same area.

B. In considering the level of support it should be remembered that in addition to the video workshop, whose productions have received the most notice of all the activities in Media Production,

1. Graphics is a heavily used and vital part of the activities;

2. Audio production, more than being an adjunct of video, is an important instructional area in its own right;

3. Film remains a useful part of the program, even though it has been deemphasized in favor of the more economical videotape.

Organization

II. The Committee recommends that for the present, Media Production remain a part of the Library/Learning Center. If the emergence of new programs and restructuring of existing ones raise problems of resource utilization, the question of organization might be reconsidered.

Priorities and Charges

III. So that limited resources can be used in consonance with the University's mission, the Committee recommends that the Library/Learning Center employ the following system of priorities and charges in the allocation of video production facilities:

Use Priority	Fee Structure[1]	Scheduling Priority and Minimum Notice for Cancellation of a Studio Date[2]
1. Direct instruction (instruction in use of AV equipment)	No charge. L/LC to furnish materials	12 months
2. Production of instructional materials (e.g., videotapes for classroom use)	No charge. L/LC to furnish materials except in cases of heavy use	6 months
3. Other Parkside use	Charge for materials. Staffing cost and studio fee negotiable on basis of client's ability to pay and the utility of product to the University.	2 months
4. Off-campus educational use	Charge for materials and staffing cost. Waivable studio fee	6 weeks
5. Off-campus non-profit organizations	Charge for materials and staffing cost. Waivable studio fee	4 weeks
6. Off-campus profit-making organizations; activity not for direct commercial use	Charge for materials, staffing cost, and studio fee	2 weeks

[1]Some or all charges can be waived if the Library wants to add the item produced to its collection and the user agrees to this arrangement.

[2]The priority for scheduling is the same as the priority for use (Col. 1). A higher priority user may preempt the time of a lower priority user, except that a user's place cannot be canceled within the time shown.

III. (Continued)

The Committee also recommends that the same system of priorities and fees be applied to other Media Production activities, such as audio facilities, the AV workshop, and repair, maintenance, and engineering.

Distribution System

IV. As a necessary part of a review of the role of Media Production, the Committee also considered the means by which films, videotapes, and other materials are made available for use in courses and compared the present arrangement of carting equipment to classrooms with the new Distribution System now being installed.

Despite the attraction of the System's theoretical possibilities, the Committee, recognizing the past history of difficulties in maintaining equipment and anticipating the limited support likely in a tight budget, is not convinced that the system will have a reasonable chance of being effective. Specifically, the Committee has the following concerns:

1. The cost of making the new system operational will be quite high, particularly if it includes enough video monitors to provide scheduling flexibility.

2. Staffing of the system and provision for maintenance and repairs will also be quite expensive.

3. Since the new system provides "drops" or signal connections in far less than all the classrooms, there will be scheduling problems at registration when enrollments cause classes to be shifted to larger or smaller rooms. The problems will be even more severe if we attempt to rely on the new system without a full complement of monitors.

4. If the new system becomes operational, it seems likely that there still will remain a need for the old system.

   a. This would be true at least during the break-in period, when the uncertainties of this complex new system would be tested. If, on the other hand, the new system is not highly efficient, we would have to return entirely to the old system and continue to pay its cost.

b. If the new system is trouble-free, there still might remain a need for the old system because it offers flexibility not possible with the new system. Instructors who use videotape or films only two or three times a semester may prefer the old system because (1) it would not limit them to rooms containing signal connections and (2) they would have control over timing in showing a film or tape and could rewind and repeat as well as intermingle lecture and discussion.

Because of these concerns the Committee recommends that the Library/Learning Center seek out and confer with all the relevant administrative units to get realistic estimates of cost and practicability. Among those consulted should be the following: budget officials, registration officials, and persons concerned with classroom assignment.

The Committee recommends further:

1. That the costs of full implementation of the new system and of partial implementation be compared and the financial feasibility be assessed;

2. That procedures which would be followed when the distribution system would actually become operational be analyzed step by step;

3. That not until all parties involved can give assurance of the system's financial and operational feasibility should the University go any further toward implementation of the system;

4. That meanwhile the existing system be maintained and upgraded by the repair and replacement of worn-out equipment until such time as the new system is fully implemented.

Ad Hoc Committee on Media Production:
David R. Beach
Emmett G. Bedford (Chairman)
John D. Buenker
Robert H. Canary
Paul F. Kleine
Ming H. Kuo
Donald T. Piele
Rhoda-Gale Pollack
Caroyl Williamson

APPENDIX R

RECOMMENDED LIGHTING LEVELS

The Illuminating Engineering Society recommends the following lighting levels for various uses and occupancies:

ILLUMINATION LEVELS

	Minimum Foot Candles
Libraries	
Reading Rooms and carrels	70
Stacks	30
Book Repair and Bindings	70
Check in & out, catalogs, card files	50
Offices	
Designing, detailed drafting	110
Accounting, bookkeeping and business machines	85
Regular office work, reading, transcribing, active filing and mail sorting	70
Corridors and stairways	20
Washroom	20
Classroom Space	
Regular classroom work	50
Chalk boards	100
Drafting rooms	100
Auditoriums	
Assembly only	20
Study Hall	50
Laboratories	
General Work	50
Close work	100
Lecture Rooms	
General	50
Special/demonstration/exhibit	100
Dormitory Rooms	
Concentrated and prolonged study	50
Lounge /Lobbies	10
Kitchen	30
Exterior	
Parking areas	5
Roadways	5

These variations in intensity measured in lumens / watt for efficient lamp types are as follows:

Lamp Type	Intensity
Incandescent	16-20 lumens/watt
Fluorescent	60 "
Mercury	60 "
Metal Additive	43 "
Hi Pressure Sodium	85 "

Translated into gallons of fuel oil per year these intensity ratings used the following in a typical laboratory of 100,000 s.f. operating 3,000 hours/year:

Lamp Type	Fuel Oil Consumption per year
Incandescent	100,000 gallons
Mercury	46,000 "
Metal Additive	34,000 "
Fluorescent	30,000 "
Hi Pressure Sodium	22,000 "